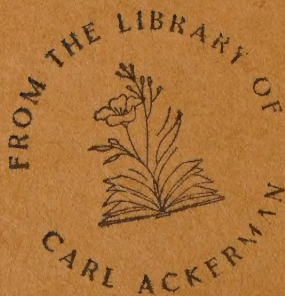


THE OPEN DOOR
LANGUAGE SERIES
FIRST BOOK

Carl

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THE OPEN DOOR LANGUAGE SERIES

FIRST BOOK — Language Games and Stories

BY

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FOREWORD

Purpose. This book, which is intended for the third and fourth years in the elementary school, has been written to meet the demand for a text closely adapted to the actual conditions of the modern schoolroom. It is simple, childlike, stimulating, and thorough.

The Open-Door point of view. As the name of the series suggests, the book is an open door to self-development for each child, no matter what his native endowment may be. It endeavors to conserve ability in the use of language which is frequently lost when adult standards are prematurely thrust upon pupils and when all pupils are expected to fit into the same mold. It allows a child to be a child and to speak in a way that is natural to him; moreover, by assisting him in tasks which are self-determined, it gives him an opportunity to develop his own individual type of mind. The book thus strives for a hundred per cent efficiency in teaching in place of the fifty per cent¹ or less obtained by methods that take into consideration only pupils of average ability.

Scientific basis. The evolution that takes place in a child's use of language is a striking one. It runs from the simple spontaneous chronicle of early childhood, through the dramatic speech of succeeding years to the logical, somewhat reflective discourse of boys and girls entering their teens. In order to fit the work closely to these various stages, the book uses standards that have been derived from extensive investigations.

Social value. To be of value, a training in English must be considered as inseparable from a training in thinking and in living. The lessons in the book are therefore based on interesting group activities that stimulate thought, develop personal initiative, and promote a spirit of coöperation.

Emphasis on thought. Power in the use of language is de-

¹ See the *Twenty-Fourth Yearbook of the National Society for the Study of Education*, Part II, page 24.

veloped primarily through an effort to express ideas, not to illustrate form. For this reason all technique in the series is taught as a useful tool and not as an end in itself. The book is written with the thought content in the foreground.

Conversation. Since the chief use that the majority of people have for English is in the give-and-take of everyday conversation, the book lays particular emphasis on this phase of the subject.

Oral work as a basis for written work. As in the first two grades, the pupils are given an idea of composition and correct usage through the flexible medium of spoken language before they are required to write.

Good usage. To insure thoroughness in teaching correct usage, the book limits the field for each grade and provides a large number of games for practice, as well as recurrent and cumulative tests. The errors chosen for correction are those that have been found to be prevalent throughout the country.

Three-assignment plan. The book encourages pupils to find their own tasks, but as an aid in so doing it frequently suggests types of work of three grades: one type that can be done with profit by slow, immature, and unimaginative children; a second type that appeals to the creative instinct of pupils near the class median in ability; and a third type that calls forth the initiative and thought power of the most advanced pupils. By this plan each child, while working on the highest level of his ability, is able to find tasks that are both appealing and profitable.

Attractiveness and thoroughness of drill work. All drill work in the book is made to move rapidly and to be enjoyable. The field is limited to the topics that are the most essential. A subject once touched upon is met with again and again until it is mastered.

Program for individual work. The work in each grade is divided into distinct units, or chapters. This makes it possible for pupils, in schools where individual programs are desired, to follow this plan in form study and correct usage.

Composition score. The text for each grade includes a composition score by which a pupil may measure his work. These

scores, together with the summaries and tests throughout the book, are diagnostic in character.

The Teacher's Manual. The Teacher's Manual contains many helpful suggestions regarding class management, story-telling, dramatization, and memorizing. Besides these it furnishes four sets of analyzed composition scales. The latter enable a teacher, in the first place, to measure the general merit of the compositions given by her class; and, in the second place, to measure the ability of her pupils to organize their ideas, to use simple rhetorical devices, and to construct effective sentences.

Standards. The standards used in the text are the result of an extensive investigation to which many teachers from different parts of the country contributed.

BRIEF SUGGESTIONS TO TEACHERS

I. CLASS WORK

To make yourself familiar with the plan of the book, look it through, paying particular attention to the summaries at the end of each part; then study the Teacher's Manual.

In general divide into two sections the lessons containing composition and related form study. Give the section on composition at some time during the day when the minds of the pupils are fresh. Give the other section at any time when a drill period fits into the program.

To keep the spirit of the class unified and the work moving at a lively pace, read the directions in the book aloud to the pupils whenever in conducting a lesson you deem it helpful.

See that all children take part in the work. In the class conversation in particular, encourage the slow and shy pupils to make contributions and thus help them to gain confidence in themselves.

Without commenting on the difference in ability among pupils, keep each child working at his highest level.

Make sure that all work fulfills a twofold purpose: namely, a development of thought and a mastery of form. Encourage

spontaneity in the pupils, but do not permit aimless talking or careless composition.

Avoid artificiality in the work. Make the pupils realize that they are talking and writing to communicate ideas. Before criticizing a composition, for example, for its organization, see that it is judged by the value of the information that it contains, or by the degree of entertainment it affords. Measure it first by its content, and later from the standpoint of technique.

Create a pleasant, sympathetic atmosphere in the classroom so that all pupils are stimulated to do their best work. Regard yourself as both hostess and teacher. Point out merit rather than defects. See that courtesy prevails and that every one has a happy as well as profitable time.

II. SUPERVISED STUDY

The drill work in the book is arranged (1) so that it may be taken by the entire class in connection with the work in composition; or (2) so that, in schools where it is desired, it may be covered by pupils individually, each child progressing at his own rate of speed. In following the program for individual work (pages 129, 297), see that pupils keep all work in a notebook and that each exercise upon its completion is checked immediately by pupils appointed as helpers. Go over the notebooks frequently to discover the pupils' difficulties and so that you may give the members of the class individually and collectively the work needed.

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PART ONE

AIMS. To establish in pupils the following habits: (1) talking freely but courteously and to the point; (2) composing all talks and stories; (3) expressing ideas clearly and graphically but in a childlike way; (4) recognizing the sentence as a unit of thought; (5) judging a composition both by the value of the ideas it contains and by the effectiveness of its form; (6) using words correctly; (7) enunciating clearly; (8) making all written work neat in appearance and correct in form; (9) "proof-reading" all written work.

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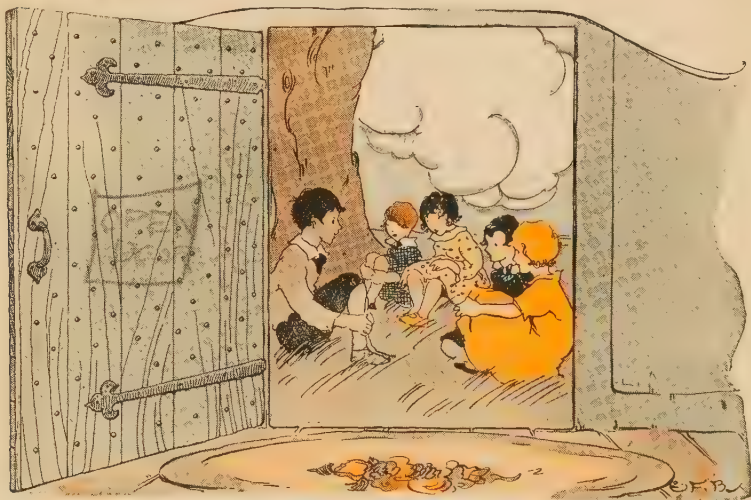
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LANGUAGE GAMES AND STORIES

PART ONE



FOREWORD TO BOYS AND GIRLS

Dear Boys and Girls,

This book contains many games that you will like to play and some jolly plans for story-telling. It will teach you how to use English correctly in your everyday conversation and how to interest others when you tell stories and play games.

We hope that each time you open the cover, you will feel that you are opening a little door to ways of improving yourselves, of sharing good times, and of being of help to others.

The Authors



FIRST BOOK

LANGUAGE GAMES AND STORIES

PART ONE

Chapter I — SHARING FUN

1. Choosing a Game

[Conversation]

Round and round, under a "bridge," boys and girls are marching, singing as they go. Tell, if you can, what game they are playing.

Think of other good games to play. Which games do you like to play on a warm day? Which are better for a cold day?

Guess what is happening:

1. The one who is It covers his eyes and stands at the goal. He counts while the other players hide. The first one caught must be It in the next game.

2. The players stand at trees or try to change places. The one who is It goes from one player to the next, watching all of the time for a place to which he may run. He says to each, " — wants a corner."

3. The boys in the game choose captains and form sides. They have two goals and play with a large oval ball. Each side tries to keep the ball from its own goal and get it to the other one.

[Making a story understood]

Tell about the game that you like to play best, but do not give its name. Let the class guess what it is.

After you have listened to what others have to say, think over the talks carefully, and then try to answer this question: Which boys and girls told about their games in a way that made you wish you were playing them?

Read these talks given by other children. Which one sounds interesting and is easy to understand because it makes a story?

Sometimes at recess we run races. We stand in line at the starting place. When some one says, "One, two, three, go!" we all run. The first to get to the goal wins the race.

I like to run races. I like to play ball. I like to play tag. I like to run and jump.

From day to day, whenever you think of a game that your class would enjoy, be ready to tell about it.

Try to make all of your talks easy to understand. Choose something that will interest others, and make a real story of what you have to say. Do not give a long list of sentences that begin with the same word and sound alike.

2. Finding a Good Place for Play

I

[Conversation]

1. A brook makes a good place for wading, for sailing a little boat, and for playing in the sand. What places do you know that are good for other kinds of play? Which are near your home?

2. In which of the places named in the list on page 3 should you like to play best on a pleasant



day? What would you do there? Which would you choose for a rainy day?

A yard where there are trees to climb and bushes to hide behind

An open field

A playground where there are slides, teeters, and swings

A workshop or storeroom where there are some tools and a bench

A playroom in which there are puzzles, games, toys, and books

3. Tell why a busy street is a bad place in which to play ball or to use for roller-skating.

4. Why are these places dangerous ones for play?

A railroad track

A high window
which is open

An unfinished building

The bank of a deep river
or pond

[Making a story understood]

5. Be ready to tell your class a story. If you wish, you may tell about the place in which you like best to play and what you play there; or, you may give a talk warning others against playing in dangerous places.

6. Before giving your talk, think it out carefully.

7. As you listen to what others have to say, decide which ideas you can use in your own play.

8. Ask questions of the children whose stories you do not understand.

II

[Review. Writing a statement]

9. Some streets are dangerous. At which streets should you look out for automobiles? Write their names on the board and so help your class remember the streets.

10. Where are capitals used in these sentences? Where is a period used?

Henry and Arthur live on Main Street.
They play in Forest Park.

11. A sentence that tells something is called a statement. Write a statement like this one:

It is not safe for me to play near Broad Street.

12. Remember these rules:

Begin the first word in a sentence with a capital.

Begin all names with capitals.

Place a period at the end of each statement.

13. Tell how to complete these statements:

We live in the town (or city) of —.

The name of our school is —.

Our school is on — Street (or Avenue).

It is not safe for boys and girls to play in — Street.

14. Write on the board the names used in the blanks. Learn to spell each one.

[Written exercise]

15. Copy the sentences, filling in the blanks, and then read your sentences to make sure that you have written them correctly.

3. Using Words Correctly

[Review. Common errors]

1. In order to speak correctly, many boys and girls need to be on their guard about the words printed in heavy black type in the Mother Goose rhymes on page 6. Read the rhymes and tell what the words are.

2. Learn the rhymes if you do not already know them. Use them to remind you of the correct words.

3. What words besides those given in the rhymes should you watch in your speech?

4. In Exercise 5 on page 7 is a list¹ of correct forms for common errors. If you make any of the errors, try to correct yourself before any one else has a chance to do so.

¹ This list takes for granted that the pupils know that they should never say *youse*, *yourn*, *his'n*, *hissself*, *this here*, *that there*, and *them things*; and also that they have in previous grades been taught not to use *says* for *said* nor *give* for *gave*.

Hans Grete/



*I saw a ship a-sailing,
A-sailing on the sea;
And oh! it was all laden
With pretty things for thee!*

*I had a little boy
And called him Blue Bell.
I gave him a little work, —
He did it very well.*



*Said the pie man to Simple
Simon,
"Show me first your penny."
Said Simple Simon to the pie
man,
"Indeed, I haven't any."*



5. Be sure at all times to say:

I saw it (not *I seen it* or *I see it yesterday*).¹

I haven't it (not *I haven't got it* or *I aint got it*).¹

John went (not *John, he went*).²

I haven't any or **I have none** (not *I haven't none* or *I haven't got none*).²

Tom and I went (not *I and Tom went* or *Tom and me went*).³

I did it (not *I done it*).³

6. Make a list of all the words printed in heavy black type and take it home with you.

[Writing a note]

7. After your list is written, plan a note like this one:

Dear Mother,

*I am trying
to use the words in
this list in place of
wrong ones. Please
help me with them
at home.*

*With love,
Henry*

8. Notice the pattern of the letter. The line under *Dear Mother* is set in from the margin. The words *With love* begin at the middle of the line. The word *Henry* is set in farther than the word *with*.

This mark (,) is called a **comma**.

9. Find two commas in the letter.

10. As you write the note, be careful of its pattern. Try to make the spaces so even and the writing so clear and neat that both

¹ Errors allotted to the first grade for self-correction.

² Errors allotted to the second grade. ³ Errors allotted to the third grade.

your mother and your teacher will be proud of the note when they see it.

[Proof-reading]

11. Read your letter to make sure that there are no mistakes in it. Ask yourself questions like these: Have I used a capital for the first word in each sentence and for each name? Have I used commas and periods where they are needed?

4. Two Games to Play

Be ready each day, whenever you have three or four spare minutes, to play one of these games.

[The use of *have* and *haven't*]

GO TO YOUR NEXT NEIGHBOR. In playing Go to your Next Neighbor, the leader asks the players in turn for different things, such as sugar, tea, coffee, bread, butter, flour, and crackers. When the leader asks, "Will you lend me some sugar?" the player must be careful to say, "No, I haven't any. You will have to go to your next neighbor." The point of the game is to see if the leader can ask questions around the class without any one's saying *I haven't got any* or *You will hafta*. The number of mistakes is counted each day and written on the board until the record is a perfect one.

[Saying *I saw*]

FOLLOW THE LEADER. The leader stands before the class and names the actions given in the list below. He begins the game by saying, "I went to the coun-

try. I saw a rabbit hiding in the bushes." The player called upon must name another action made by a rabbit. He may say, "I saw a rabbit nibbling lettuce" or, "I saw a rabbit running from a dog." The leader then says, "I saw a squirrel gathering nuts." For each statement the leader makes about an animal, the player called upon must make another. Any one who names a wrong action or who uses *seen* for *saw* must stand by his seat. If a player makes a mistake and the leader fails to notice it, another leader is chosen.

- | | |
|-------------------------------------|------------------------------------|
| 1. A rabbit hiding in the bushes | 10. A robin fighting a blue jay |
| 2. A squirrel gathering nuts | 11. A hen scratching for food |
| 3. A bird flying overhead | 12. A mouse gnawing a hole |
| 4. A crow sitting on a tree | 13. A dog burying a bone |
| 5. A cow lying down | 14. A cat catching mice |
| 6. A horse galloping across a field | 15. A kitten playing with its tail |
| 7. A pig gobbling its food | 16. A field mouse nibbling grain |
| 8. A calf waiting at a gate | 17. A pigeon eating grain |
| 9. A lamb looking for its mother | 18. A sparrow feeding its young |

5. Taking a Trip

[Conversation]

1. With a good-bye to our friends we are off for a trip. Sometimes we go to visit cousins or old friends and sometimes we go just for a ride in a train, on a boat, or by automobile. Tell where you have been and how you went.

2. Help your class to think of pictures to make of the trips the boys and girls have taken. Some one who has ridden in a train may make a picture of a train. Some one who has visited on a farm may draw a farm scene. What can others do?

3. Plan a story to go with your picture and then draw your picture. In your story, if you wish, you may tell where you went, what you did, and what you liked best.

[Courtesy in story-telling]

4. To make sure that every one sees your picture, stand before your class, and hold your picture high.

5. To make sure that every one enjoys your story:

Stand quietly.

Speak loud enough to be heard.

Make your story interesting.

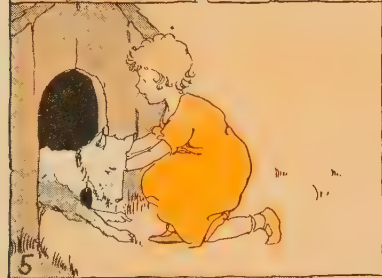
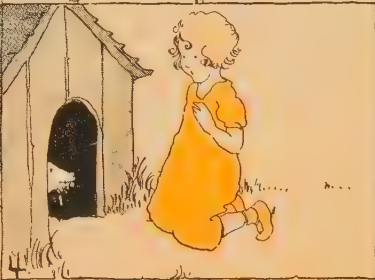
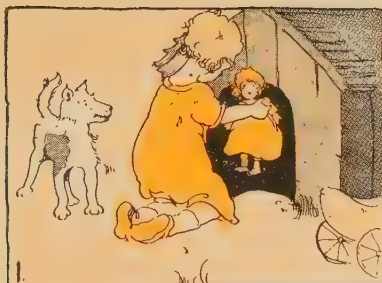
6. To be helpful when some one else is telling a story, sit quietly and keep your attention on the speaker. Show that you are ready to enjoy what he says.

6. Playing with a Pet

I

[Conversation]

1. On page 11 you will find pictures of Marjorie and her dog Ruffles. One day Marjorie decided to use Ruffles' kennel for a doll house. She put her doll into the kennel and then went for her doll furniture. Of course Ruffles did not like to have his kennel used in this way. What did he do the minute Marjorie's back was turned? What do you think Marjorie said to Ruffles when she came back and found that her doll was gone? Tell from the pictures what happened next. After putting the doll back into the kennel, why did Marjorie put the dog into the doll's cart? What do you think she said to Ruffles as she put him into the cart?



E.F.B.

2. Have you ever known a dog to be jealous? Have you ever seen a dog do a clever trick? What cunning thing have you seen some other pet do?

[Making a story understood]

3. Be ready to tell the class a story. You may tell about your own pet or about one belonging to some one else; or, if you prefer, you may tell about Marjorie and Ruffles. Make your story a real story about some one thing that happened.

II

[Review. Writing a question]

4. You may have questions in mind that you would like to ask those who own pets. Perhaps you would like to know what kind of dog one child owns, what another child feeds his rabbits, and what some one else did to make his pigeons so tame. If your teacher is willing, you may plan a Question Box. Every one who wishes to do so is to write a note like this one and put it into a box placed on the teacher's desk.

Dear Tom,

How did you make your pigeons so tame?

Henry

Notice the mark (?) at the end of the question.

5. In writing a note, be sure to keep this rule in mind:

Place a question mark at the end of a question.

6. After the notes are written, ask your teacher to read the questions and call for the answers.

7. A Question and Answer Game

[Composing in separate sentences]

1. In playing this QUESTION AND ANSWER game, any one called upon must choose a set of questions and make a story from the answers. A player who uses the word *and* to connect his sentences is "caught."

1. What kind of place should a dog have in which to sleep? What should he have to eat?

2. What are cats good for? What care should they have?

3. How does an old cat carry her kittens? Where does she hide them?

4. What fun can you have with a puppy? What do you do with a kitten? Which pet do you like to play with better?

5. What food should a canary be given? How often should it have fresh water? Where should its cage be hung?

2. Read these questions and the story. How many questions are given? How many sentences are there in the story?

Questions

What kind of friend does a dog make? Where will he follow you? When you are in danger, what risk will he take to save your life?

Story

A dog makes a good friend. He will follow you wherever you wish to go. When you are in danger, he will risk his own life to save yours.

[Paragraph form]

3. Choose one set of questions in Exercise 1 and write a story from the answers. Use the pattern

shown on page 290. Write your name in the upper right-hand corner. Set in from the margin the first word of the first sentence. Leave a space between the sentences equal to the width of the letter *m*.

4. Give your story to your teacher so that, if it is a very good one, she may hang it where other children may see it and be helped by it.

8. For the Story Hour

I

[Learning to study]

1. This story about Robin Redbreast tells how old Gray Pussy-Cat and Robin's other enemies tried to catch him. Do you think any of them were able to do it? Read the story to find out just what happened.

WEE ROBIN

There was an old gray pussy-cat that went down to a water-side. There she saw Wee Robin Redbreast hopping on a briar bush.

Gray Pussy-Cat asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I am going to the King to sing him a song this good morning."

Gray Pussy-Cat said, "Come here, Wee Robin, and I'll let you see a bonnie white ring around my neck."

But Wee Robin said, "No! no! old Gray Pussy-Cat. No! no! You may show it to a little mouse, but not to me."

Wee Robin flew away until he came to a thorny bush and there he saw Gray Greedy Hawk sitting

on a branch. Gray Greedy Hawk asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I'm going to the King to sing him a song this good morning."

Gray Greedy Hawk said, "Come here, Wee Robin, and I'll let you see a bonnie feather in my wing."

But Wee Robin said, "No! no! Gray Greedy Hawk. No! no! you may show it to a little chicken, but not to me."



Wee Robin flew away until he came to a hole near a rock, and there he saw Sly Fox sitting.

Sly Fox asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I'm going to the King to sing him a song this good morning."

Sly Fox said, "Come here, Wee Robin, and I'll let you see a bonnie spot on the tip of my tail."

But Wee Robin said, "No! no! Sly Fox. No! no! you may show it to a little rabbit, but not to me."

Wee Robin flew away till he came to a bonnie brookside, and there he saw Wee Laddie sitting.

Wee Laddie asked, "Where are you going, Wee Robin?"

Wee Robin answered, "I'm going to the King to sing him a song this good morning."

Wee Laddie said, "Come here, Wee Robin, and I'll give you a bit of oat cake out of my pouch."

But Wee Robin said, "No! no! Wee Laddie. No! no! You may give it to little fish but not to me."

Wee Robin flew away until he came to the King and there he sat on the window sill and sang the King a bonnie song. And the King said to the Queen, "What shall we give to Wee Robin for singing us this bonnie song?"

The Queen said to the King, "I'll give him a strand of my hair for his nest."

Wee Robin was greatly pleased, for the Queen's hair was soft and golden and very beautiful. So he flew away home with the golden strand of hair and wove it into his nest to make it soft for the blue eggs and for the young birds when they were hatched.

2. Be ready to tell some one thing that happened in the story.¹ Let your classmates tell other things.

[Dramatizing a story]

3. Think out a plan for playing the story. Decide how many boys and girls it will take and just what each is to do.

4. Find out who can whistle well enough to give Wee Robin's song at the King's window.

5. Choose some one to be Wee Robin and others to

¹ Game. Tell One Thing. Exercises like this one (Exercise 2) throughout the text will be found helpful in developing an idea of the sentence. They may be regarded as a game and called *Tell One Thing*. No attention should be paid to the order in which the thoughts are given. The only rules to be observed are (1) that the thought expressed shall be one that no one else has expressed, and (2) that it shall be given in a single complete sentence. The game should move rapidly and be enjoyed by all.

be Gray Pussy-Cat, Gray Greedy Hawk, Sly Fox, Wee Laddie, the King, and the Queen.

6. Decide what places in the schoolroom can be used for the different places in the story; then play the story.

II

[Telling a story in relays]

7. After you have played the story, be ready to tell it in relays. Have one person tell the first part, another the second part, and so on to the end. Try to show how each bird, animal, or person spoke. If you do well in this, perhaps your teacher will let you invite a guest to hear the story told and to see it played.

[Making up a story]

8. Try to help your class make up a story like *Wee Robin*. If you wish, you may tell about Little Gray Rabbit starting out to visit his mother in the Briar Patch to let her know where there are some fresh cabbages; or you may tell about a squirrel on his way to an oak tree. Decide whom the rabbit or squirrel is to meet and what each is to say; then be ready to tell a part of the story.

9. Choosing a Way to Entertain the Class

[Free review period]

Choose from this list something to do and see how well you can entertain the class. Prepare your part carefully and, before you give it, get some one at home to listen to it.

a. Tell a story, new to the class, about playing with a pet.

- b. If you are a girl, tell about playing with a doll.
- c. If you are a boy, tell about playing with your engines and trains or with something else that you enjoy.
- d. Tell a story about a good time you have had away from home.
- e. Recite a poem that you learned in the second grade.
- f. Read a short story that you made up at home.
- g. Help others to tell a story, each giving a part.
- h. Help others to act a story.

Do you remember the directions for helping the class enjoy a story? Try to give the directions; then turn to Exercise 5, page 10, to see if you had them right. In taking part in the program, be sure to keep the directions in mind.

10. Review and Summary

I

[Pronunciation of words]

1. In this list are some of the words that you use often. Make sure that you can pronounce them correctly. Say:

can (not <i>kin</i>)	last night (not <i>las night</i>)
can't (not <i>kent</i>)	have to (not <i>hafto</i>)
just (not <i>jes</i> or <i>jest</i>)	I don't know (not <i>I dunno</i>)
white (not <i>wite</i>)	You and I (not <i>you an I</i>)

2. Practice reading these sentences until you can pronounce the words correctly:

Just before I went to bed *last night*, my kitten wandered away. I *can't* find it. Have you seen it? It is a black *and white* kitten.

3. Ask your teacher to let you carry on some telephone conversations. Use a toy telephone or pretend that rolls of paper are the parts of a telephone. As different boys and girls talk over the telephone, the others are to listen carefully. If any one needs help with his pronunciation, the class is to give it.

II

[Capitalization and punctuation]

4. Can you write a letter like this one and have it correct in every way? Tell where capitals are used in the letter. Where are commas used? What other marks of punctuation are used?

Dear Tom,

I liked the story that you told the class about your railway. My set of tracks is like yours. Will you come to see me and show me how to lay them?

Your old friend,
Frederick

[Writing a note]

5. Choose some one who has told the class an interesting story. Write him a letter saying that you liked it. Tell him also what you hope his next story will be about. Be sure to make the letter correct in every way.

Try to remember these rules:

Begin the first word of each sentence with a capital.

Begin all names with capitals.

Write the word *I* as a capital.

Use a period at the end of each statement.

Use a question mark at the end of a question.

11. Using Words Correctly

I. Test A. First Form. Three Common Errors

Copy questions and answers, putting in the missing words:

1. *Question:* When did the boys do their work?
Answer: They —— it before school.
2. *Question:* What did the boys see flying past?
Answer: They —— a flock of wild geese.
3. *Question:* From which direction did the geese come?
Answer: They —— from the north.

II. Game

[The past forms of *do*, *see*, and *come*]

Whenever you have a few minutes to spare, be ready each day to play this game:

AS I CAME HOME. The players all pretend that they have been at work in a field or in some other place away from home. Each must make two statements such as, "I did my work in a field. As I came home, I saw cattle feeding," "I did my work in the woods. As I came home, I saw a bear," "I did my work in a mill. As I came home I saw a crowd of people." In naming the object seen, a player must be careful to give a different one from any named by other players. If he fails to do this, or if he uses *done* for *did*, *come* for *came*, or *seen* for *saw*, he must stand by his seat until he catches some one else making an error.

Chapter II — STORIES OF HELPING AT HOME

I. Something to Think About

[Conversation]

You all know what boys and girls make the best helpers. As you read this poem, you are to find what kind is wanted from good old Mother Fairie. Perhaps it is the same kind that all mothers and teachers like best.

TO MOTHER FAIRIE

Good old Mother Fairie
Sitting by your fire,
Have you any little folk
You would like to hire?

I want no chubby drudges
To milk, and churn, and spin,
Nor old and wrinkled Brownies,
With grisly beard and thin;

But patient little people,
With hands of busy care,
And gentle speech, and loving hearts.
Now have you such to spare?

ALICE CARY

A drudge is a person who does his work as if he did not like it. Show your class in what a lazy way a drudge might dust a table or do some other work. Why should you not like to hire a drudge?

What kind of brownies is mentioned in the second stanza? What word shows that their beards are gray?

Read the last stanza (see page 21) to find out just what is said about the people who make better helpers than drudges or wrinkled old brownies.

The poem *To Mother Fairie* is an interesting one, but perhaps you will like one of these even better:

THE HAPPIEST PLACE

Though afar we like to roam,
The happiest place is always home,
Yours for you and mine for me,
The happiest place is home.

I. L. WRIGHT

ONE MOTHER

Hundreds of stars in the beautiful sky,
Hundreds of shells on the shore together,
Hundreds of birds that go singing by,
Hundreds of clouds in the sunny weather.

Hundreds of dewdrops to greet the dawn,
Hundreds of bees in the purple clover,
Hundreds of butterflies on the lawn,
But only one mother the wide world over.

[Memorizing]

Find how quickly you can learn to say the poem called *The Happiest Place*; then choose one of the other poems to memorize. Before trying to say a stanza from memory, make sure that you understand it and can read it aloud well.

[Copying verse]

In order to study a poem at home, make a copy of it. Be sure to remember this rule:

Begin the first word in each line of poetry with a capital.

Notice, too, which lines are set in from the margin.

As you write, try to keep in mind a group of words at a time. Look at the words and then write them. Do not copy one word and then another word; for such a way of copying takes too long.

2. Getting Ready for School

[Conversation]

1. In the morning after breakfast it is time to get ready for school. Faces and hands must be washed, teeth must be brushed, and hair combed. Think of ways in which boys and girls can help at this time.

2. Why do thoughtful boys and girls use their "self-starters" and get ready for school without being told?



3. Find out what is happening in the picture. Tell how you like to have your little brothers and sisters look at school. How can you help them get ready?

[Story-telling]

4. Tell your class a story about the ways in which you try to help at home in the morning. If you wish, you may use one of these beginnings:

- a.* I like to look neat and clean at school.
- b.* Every morning I help my little brother (or sister) get ready for school.
- c.* I try to help my mother all that I can.

5. As you listen to the talks given by others, decide which boys and girls have found the best ways of helping at home in the morning. Tell which of the ways are new to you.

[Keeping to one point in telling a story]

6. After you have heard the talks, think them over, and then try to answer this question: Which of the stories were easy to understand because the speaker kept to one story?

7. Read these stories. Which keeps to one point? Which has a part that can be left out?

GETTING READY FOR SCHOOL

When I get ready for school I try to do everything for myself. I wash my face and hands and tie my own shoe strings. The only thing that my mother has to do for me is to comb my hair.

STEPHEN'S POCKETS

Stephen's pockets bulge out because he forgets to empty them. He keeps them full of apples, tops, string, paper, and I don't know what else. I wish he would empty them. Stephen is ten years old. He is the fattest boy in our school. My brother sometimes plays with Stephen. We live next door. My brother has a dog.

8. In all the talks that you give and in all the papers that you write, try to keep to one story. Do not put in parts of other stories.

3. Taking Care of a Baby

I

[Conversation]

1. Although the picture on page 27 is a scene in Holland, it may remind you of a good time that you have had playing with a baby. Have you ever taught one to walk? Do you remember what you did to make him overcome his fear? Do you remember how proud he felt after he had taken a few steps?

2. You may have learned other interesting things about caring for a baby that the class would like to know. Which of these questions can you answer?

What is a good way of keeping a baby out of mischief?

How can you keep a baby from crying? What can you do with a ball? What can you do with blocks?

What games beside pat-a-cake can you teach a little baby to play?

Why should a baby who is busy at his play be let alone?

What are some of the best ways of helping a baby to be happy?

3. You can tell from his looks that the baby in the picture is afraid to walk alone. What do you think his sister did to make him overcome his fear? What did she say? What did the mother say? What, to every one's joy, happened after that?

[Group story]

4. As your teacher writes on paper for you, tell her a story about the picture. If you wish, you may call the little girl Katrinka and use this beginning:

Katrinka tried to teach her baby brother to walk, but he was afraid to take a step alone.

5. After you have finished the story, ask your teacher to read it aloud so that you may enjoy it.

[Other stories]

6. Tell your class from day to day stories of how you have helped in teaching a baby or in caring for one. Remember that, if you wish to hold the attention of the class, in each story you must tell about some one interesting thing that happened and keep to the point.

II

[The use of *is* and *are*]

7. Notice that we use *is* when we speak of one thing and that we use *are* when we speak of more than one thing.

It is correct to say:

The toy *is* broken. The toys *are* broken.

8. Complete these sentences; then give other pairs like them:

1. My book *is* new. My books — new.
2. My kitten *is* playful. My kittens — playful.
3. The doll *is* pretty. The dolls — pretty.
4. The ball *is* lost. The balls — lost.
5. The flower *is* wilted. The flowers — wilted.
6. The window *is* shut. The windows — shut.



9. Read this story using *is* or *are* where there is a blank:

Night — here. The baby — asleep. The dolls — in bed. The cat — curled up by the fire. The dog — barking at the moon. The children — quiet. Father and Mother — reading.

[Written exercise]

10. Copy the sentences in Exercises 8 and 9, being careful to use the right word in each blank; then read your sentences to make sure that they are correct.

4. Playing Sentence Games ¹

[Composing in separate sentences]

I. QUESTION AND ANSWER GAME. Use these sets of questions and play the game which you learned about on page 13. Try to make a story from the answers to each set of questions and to give the story without connecting the answers by the word *and*.

1. What is used in mowing a lawn? What has to be done to the machine to keep it in order?

2. What does a woman use in cleaning a floor? What does she do first? What does she do after that?

3. In wiping dishes, what are you careful about? When the dishes are dry, where do you put them?

4. In freezing ice-cream, where do you put the ice? Where do you put salt? What do you do next? How can you tell when the ice-cream is frozen?

¹ These two games should be used in conjunction. The first one trains the pupils to talk in separate sentences and thus avoid an excessive use of *and*. The second game counteracts any tendency a child has to use short monotonous sentences. It also shows him how to give compact sentences and to use *and* in a legitimate way.

5. In putting a room in order, what do you do with your playthings? Where do you hang your hat and coat?

[Combining ideas]

2. SENTENCE PUZZLES. In doing these puzzles, you are to make one sentence out of those given in each exercise. Try not to use more words than are needed.

1. Saturday mornings Tom's mother bakes cake. She bakes cookies too.

2. In making lemonade, Mary uses lemons. She uses sugar also, and water.

3. Dick started the kitchen fire. He used paper, kindling, and a match.

4. Cups are made of china. Saucers are made of china.

5. Dish pans are made of tin. Pails and dippers are made of tin.

6. I help my mother by going to the grocer's. I do other errands.

7. In summer I sweep the walks. My brother helps me.

8. In the fall I rake the lawn. I carry the leaves away.

[Writing in sentences]

3. Write the stories called for by at least three sets of questions in the QUESTION AND ANSWER game on page 28. Show that you can write them in separate sentences and make each idea clear.

4. Write your answers to the SENTENCE PUZZLES.

5. Read through your paper to see that it is correct, and then show it to your teacher, and ask for her approval.

5. Something to Guess

[Making pictures with words]

1. Guess the answers, if you can:

Boys like me. When the wind blows, I fly high in the air. I have a long tail which balances me. I am held by a string. What am I?

I am run by electricity. I carry a bag which gathers dust. When I am in use the bag fills out like a balloon. I am noisy. As I go back and forth over a floor I make a sound like z-z-zh-m-m, z-z-zh-m-m. I have two words in my name. The first begins with *v*; the other with *c*. What am I called?

Helen is in the kitchen. She is stirring together sugar, butter, milk, eggs, flour, and baking powder. After pouring the dough into a pan, she will bake it. What is she making?

2. Read this riddle about a Teddy Bear. Notice that not enough is said to make it interesting.

Girls like me. I have two eyes and a nose. I am covered with plush.

3. Try to improve the riddle. What can you say about the eyes of the Teddy Bear? About the nose? About the covering? What can you say to show that fun can be had with a Teddy Bear?

4. Try to improve these riddles:

1. I am a machine. I am used in writing letters.
2. Boys whittle me out of wood and play with me in the water.

5. Be ready to give a riddle of your own to the class. Tell enough facts to make it interesting, but do not give away too easily what you have in mind. Keep the class guessing.

6. Before giving your riddle, say it over to yourself. Be sure to talk in separate sentences.

6. For the Story Hour

I

[Using conversation in a story]

1. Read these two stories and tell which you like better:

THE SHOES THAT WALKED MOST

A cobbler sat on a bench with a row of shoes before him. He did not know which pair to mend first, but at last he decided to mend the pair that had walked the most. At this out toddled baby's shoes. The cobbler laughed for he knew the baby had been in the world only two years at most. The baby's shoe for the right foot then told the cobbler that it never stopped until it was taken off at night. The cobbler waxed his thread and sewed a patch on each small sole.

THE SHOES THAT WALKED MOST

The cobbler sat on his bench. The shoes stood in a row before him. "Which shall I mend first?" he thought to himself. "I know," he said aloud; "I'll begin with whichever pair has walked most."

At this out toddled Baby's shoes.

The cobbler laughed at them. "Why," said he, "Baby has been in the world only two years at most. You can't have walked far yet."

"Well," said the shoe for the right foot, "Baby's mother says we never stop going until she takes us off at night. We notice that grown people sit down a great deal."

"Well, well," said the cobbler, "have your way."

So he waxed his thread and sewed a patch on each small sole.

ANGELA M. KEYES

2. In telling the story, make it lively by using conversation, but do not try to remember the exact words given.

II



[Dramatization]

3. Swallows are among the first birds to fly south. This poem tells about their farewell to some doves.

THE GRAY DOVES' ANSWER

The leaves were reddening to their fall,
 "Coo," said the gray doves, "coo,"
 As they sunned themselves on the garden wall
 And the swallows round them flew.
 "Whither away, sweet swallows?
 Coo," said the gray doves, "coo!"

"Far from this land of ice and snow
 To a sunny southern clime we go

Where the sky is warm and bright and gay;
Come with us away, away.
Come," they said, "to that sunny clime!"
"Coo," said the gray doves, "coo."

"You will die in this land of mist and rime
Where 'tis bleak the winter through.
Come away," said the swallows.
"Coo," said the gray doves, "coo."

"Oh, God in Heaven," they said, "is good;
And little hands will give us food,
And guard us all the winter through.
Coo," said the gray doves, "coo."

FRED E. WEATHERBY

4. In the first stanza when the doves say "coo" it means "Whither away, sweet swallows?" What do the "coos" in the second stanza mean? In the third stanza? In the fourth?

5. Practice reading the poem until you can show the different ways in which the doves say "coo."

6. Plan how to act the story. Choose a flock of swallows to fly about and say "Come away" and a flock of doves to say "Coo." Choose leaders for each flock and plan to have them do most of the talking. Decide which side of the room shall belong to the swallows and which to the doves.

7. Act the story with one set of players one day and with other sets on other days.

[Memorizing]

8. After you are sure that you understand the poem and can read it well, learn to say it from memory.

III

[Contractions]

9. In the sentence *I'll mend the shoes that have walked most*, the three letters *I'll* mean *I will*.

The mark (') is called an **apostrophe** (a pos'tro phe).

An apostrophe may be used to show that one or more letters have been left out of a word. In *I'll* the apostrophe shows that the letters *wi* have been left out of *will*.

10. Find the word containing an apostrophe and tell for what the word stands:

Where 'tis bleak the winter through.

[Dictation]

11. Study these words; then show that you can write them correctly with your book closed:

I'll — I will	isn't — is not
you're — you are	aren't — are not
doesn't — does not	haven't — have not
don't — do not	hasn't — has not

7. Choosing a Way to Entertain the Class

[Free review period]

Be ready to entertain your class by doing one of the things given here. Choose the one which you would like to do.

- Tell how you have helped at home lately.
- Tell the story of a good time that you have had.
- Give your class a riddle to guess.
- Tell a story about the winning ways of some baby that you know.

- e. With a favorite story in mind draw a picture. Explain the picture to your class.
- f. Recite a poem.
- g. Help others to tell a long story in relays.
- h. Help others to act a story or poem.

Prepare your part well and then, as you give it, try to keep in mind the directions printed in Exercise 5, page 10. Stand in an easy, quiet position, use a pleasant voice, and make your talk interesting.

8. Review and Practice

[Pronunciation]

1. Make sure that you can pronounce correctly the words in this list; then read the sentences printed below.

heard	something	looked	wish (not wisht)
again	nothing	opened	across (not acrosst)

I *heard* a little mouse *last night*. I *looked* into a cupboard, but there was *nothing* there. I *heard* the noise *again*. I *opened* the door into a closet. A little mouse ran *across* the floor.

2. Be ready to carry on telephone conversations such as were mentioned on page 19. Try to help each other with your pronunciation.

[The use of *is* and *are*]

3. Copy and complete, using *is* or *are* in each blank:

- 1. My brother's toys — put away.
- 2. His engine — on the shelf.
- 3. His blocks — in their box.
- 4. His picture books — in the bookcase.
- 5. His ball and top — in the drawer.

[Contractions]

4. Write these words and the ones for which they stand: I'll you're haven't isn't doesn't

9. Using Words Correctly

I. Test A. Second Form. Three Common Errors

Copy questions and answers, putting in the missing words:

1. *Question:* What did Tom see at the circus?
Answer: He —— an elephant.
2. *Question:* Where did the elephant come from?
Answer: It —— from across the ocean.
3. *Question:* With what did the elephant do its work?
Answer: It —— it with its trunk.

II. Test B. First Form. Troublesome Answers

Pretend these questions were asked you. Copy and complete the answers:

1. Where are you and your father going? —— and —— are going to the city.
2. Are you going to take your dog with you? No, I ——.
3. Have you packed your trunk? No, I ——.
4. Is your sister going with you? No, she ——.
5. Are you coming home Saturday? No, we ——.

III. Three Games

Be ready each day to play one of these games.

[Saying *I haven't it*]

WHO HAS IT? The one who is It leaves the room.

The other players hide an eraser in some child's desk. The one who is It returns and, by looking at the faces of the players, tries to tell who has the eraser. He is given five guesses. He asks, "Mary, have you the eraser?" Mary must answer, "I have it," or "I haven't it."

[Saying *Mary and I*]

WHERE ARE YOU GOING? A list of places is written on the board. In it should be the names of towns, rivers, woods, farms, picnic grounds, and other places that you sometimes visit. Each player thinks of a person with whom he would like to visit one of the places in the list. When the leader asks, "Where are you going?" a player may answer, "Mary and I are going to Greenfield," or "John and I are going to Forest Park." A player who names himself first, or one who names a place that has been given by some one else, is out of the game. He must stand by his seat until some one else is out. He may then be seated and join in the game again.

[Saying *I am not*]

WHERE AM I? The one who is It imagines himself in a place where he would like to be. He stands before the class and says, "Where am I?" The players take turns asking him such questions as "Are you sailing in a boat?" "Are you riding in an automobile?" "Are you on a train?" He answers, "No, I am not," or "Yes, I am." The one who guesses the right place then becomes It. If the leader wishes, he may pretend some one else is with him and ask, "Where are John and I?" or "Where are Mary and I?"

Chapter III — PLAYING INDIAN

1. Something to Do

[Conversation]

Before the white man came to America, Indians lived here. They built wigwams beside the streams. They fished in the rivers and hunted deer in the forests. Tell, if you can, what kind of food the Indian mothers gave their children. Tell what they used in making their clothes.

To help your class learn new facts about Indians, look through books and find pictures to show; then plan how to draw or make a play Indian village.

As you work on the village, think out stories to tell.

When the village is done and your stories are ready, invite another class to see your village and to hear your stories.

2. The Home in the Forest

[Conversation]

1. Tell one thing that you know about the homes built by the Indians.

2. Try to answer these questions:

Why did the Indians build their wigwams near water?

What kind of poles did they use for a frame?

With what did they cover the poles?

What pictures did they draw on the covering?



On cold days the Indians sometimes built a fire on the dirt floor of a wigwam. Why did they have a hole at the top of the wigwam?

On what did the Indians sleep?

3. In the woods near the wigwam lived many birds and animals. The Indian children watched the robins build their nests. Tell other things the children may have done.

4. When night came and the shadows in the woods grew dark, the porcupine, the sly fox, and other little animals came from their hiding-places, and, among the branches of the trees, the owls called "To-whoo! To-whoo!" What do you think the Indian children said and did at this time to show that they had been taught to be brave?

[Thinking ahead in telling a story]

5. If you were to tell how Indians built their wigwams, what should you say first? Next? After that?

6. What could you put in a story about an Indian boy or girl who went into the woods at dusk?

7. In planning a story to tell the class, choose *a* or *b*:

a. Tell how the Indians built their wigwams.

b. Pretend that you are an Indian boy or girl. Tell a story about a make-believe scare that you had.

8. In order to interest the class, think out just what you are going to say, and have your talk well in mind before you give it.

3. Hunting with a Bow and Arrow

I

[Conversation]

1. In olden days an Indian hunted with a bow and arrow. When he was hungry, he went through the woods in search of game. If he saw deer tracks and heard a sound in the bushes, he fitted an arrow into his bow. At the first sight of the deer, he pulled the string and took aim. Twang went the string and the arrow flew through the air. What did the Indian



do with the deer meat after he had killed the deer? What did he do with the deerskin?

2. In order to get near an animal, the Indian stole through the woods without making a noise. He kept his eyes and ears open. Show how you walk when you play that you are an Indian hunting a deer or bear. How do you hold your bow and arrow?

3. In making a bow, why did an Indian choose tough wood? What kind of string did he use?

4. Why did an Indian use light wood in making an arrow? What did he put on one end of the arrow to make it fly straight? What did he put on the other end?

[Thinking ahead in telling a story]

5. Think out a story about a bow and arrow to tell your class. Use *a*, *b*, and *c* to help you in deciding what to do.

a. Tell what an Indian did in olden times when he hunted.

b. Tell how an Indian made a bow and arrow.

c. Pretend that you are an Indian boy. Tell a story about hunting a deer, a fox, or a bear.

Before telling a story, say it over to yourself.

6. As you listen to the stories told by others, decide which stories you would like to have given when you show your Indian village to another class. Tell how the stories can be improved.

II

[The use of *a* and *an*]

7. Notice that in the following sentence the word *an* is used before *arrow* and the word *a* before *bow*.

The Indian boy held *an* arrow in one hand and *a* bow in the other.

8. In order to use words that sound well together, people follow this rule:

Use *an* before words beginning with the vowels *a*, *e*, *i*, *o*, *u*.

9. Tell why *an* is used before each of these words:

an arrow

an elm

an Indian

an oak

an ugly pony

an old man

an eagle's feather

an odd blanket

10. In which of these blanks should *an* be used?
In which should *a* be used?

— old bow	— pine tree
— new bow	— apple tree
— wigwam	— spearhead
— Indian boy	— arrowhead
— papoose	— uneven piece of wood
— old chief	— straight piece of wood

[Written exercise]

11. Copy and complete Exercise 10, being careful to use *an* before each word beginning with a vowel.

12. Write statements about at least eight of the objects named in Exercise 10. Show the correct use of *a* and *an*.

4. An Indian Papoose

I

[Conversation]

1. Indian children, as well as all other children, like to have their mothers tell them stories and sing songs to them. Listen as your teacher reads this Indian lullaby to you.

THE INDIAN MOTHER'S LULLABY

Rock-a-by, hush-a-by, little papoose,
The stars come into the sky,
The whippoorwill's crying, the daylight is dying,
The river runs murmuring by.

The pine trees are slumbering, little papoose,
The squirrel has gone to his nest,
The robins are sleeping, the mother bird's keeping
The little ones warm with her breast.

CHARLES MYALL

2. Without the title how could you tell that the lullaby on page 43 was sung to an Indian baby? What in the first stanza tells the little papoose that it is time for him to go to sleep? What in the second stanza?

3. Imitate, if you can, the sound of the whippoorwill.



4. An Indian baby's cradle is made of deerskin fastened on a board. With what is the cradle in the picture trimmed? What keeps the papoose from falling out of the cradle when he is carried on his mother's back?

[Group story]

5. With the help of your class plan a story about an Indian papoose. Decide what you would like to have in the story, and then think of a good beginning.

6. Tell the story to your teacher as she writes it for you.

[Written composition]

7. Learn how to write *papoose*, *cradle*, *deerskin*, and other words that you used. Then, after erasing the story, try to write a paper that can be read when you give your program.

8. Before you hand your story to your teacher, you will, of course, wish to read it through to make sure that it is correct.

II

[The use of *was* and *were*]

9. When we speak of one thing, we use the word *was*; when we speak of more than one, we use *were*. We say:

The papoose *was* asleep. The papooses *were* asleep.

10. Complete these sentences; then give other pairs that show the use of *was* and *were*:

1. The cradle *was* new. The cradles —— new.
2. The bead *was* pretty. The beads —— pretty.
3. The moccasin *was* trimmed with beads.
The moccasins —— trimmed with beads.
4. The bird *was* quiet. The birds —— quiet.

11. Read this story, using *was* or *were* in each blank:

The Indian baby — asleep. His mother — near. The leaves on the tree — whispering softly. The birds — quiet in their nests. Stars — shining overhead. What time of night — it?

[Written exercise]

12. Copy and complete the sentences in Exercises 10 and 11; then read your sentences to make sure that they are correct.

13. Write other sentences that show the use of *was* and *were*.

5. Playing Sentence Games¹

[Composing in separate sentences]

1. Be ready to play the QUESTION AND ANSWER game, using these questions. Try to make a story out of each set of answers and to give it without using *and* to connect the sentences.

1. What is an Indian boat called? Out of what is it made? What is used in place of an oar?

2. What food did the Indians get from the water? What in the forest did they kill for meat? What did they plant and grind into meal?

3. What little playmate of the Indian children lived in the bushes? What one frisked in and out among the trees?

4. What bird built its nest near the Indian wigwam? What one hooted in the forest at night?

5. Out of what did the Indian mother make clothes for her children? What did the children wear on their feet?

¹ See footnote, page 28.

[Combining ideas]

2. In doing these SENTENCE PUZZLES, try to make one sentence out of the parts of each exercise.

1. Indians built wigwams out of poles. They covered them with deerskin.

2. Rabbits lived in the woods near the Indian wigwams. Squirrels lived there too.

3. An arrow has an arrowhead at one end. The arrowhead is sharp.

4. Indians hunted deer in the forest. They hunted wild turkeys there too.

5. The Indian mother made a cradle out of a board and deerskin. She made it for her little papoose.

6. When night came, the Indian mother sang a song to her papoose. She sang about the owls in the woods.

[Writing in sentences]

3. Write stories made from the answers to three or four sets of questions in the QUESTION AND ANSWER game; and then write sentences made from the SENTENCE PUZZLES.

6. For the Story Hour

[Learning to study]

The Indians watched the changes in the seasons and had many stories to tell about them. Find what change is pictured in this story.

OLD MAN WINTER AND THE SPRING

Old Man Winter sat in his wigwam huddled over his fire. Outside, the ground was covered with snow and the wind roared through the trees.

"Hu-u-u-u," whistled the wind. "Hu-u-u-u-u!"

The old man put his last stick of wood on his fire and drew nearer to the blaze.

Suddenly he raised his head and listened. Then he said, "I thought I heard footsteps."

Tread! Tread! they came through the forest.

The old man waited; then as the deerskin curtain of his wigwam was raised, he looked up. Before him stood an Indian maiden with rosy cheeks and with flowers in her long black braids.



The maiden smiled and said, "I am the maiden who brings the warm winds and the sweet flowers. It is time for you to be gone."

Old Man Winter rose slowly from his fire. He frowned at the maiden and hobbled away to the north. With him went the snow and the cold wind.

Take turns with others in telling what happened in the story.¹

Try to tell the entire story in a way that will make the class feel the difference between Old Man Winter and the smiling Indian maiden.

¹ See the footnote on page 16.

[Making up a story]

By and by, after summer had passed, Old Man Winter returned. Where do you think the Indian maiden went then? What were some of the first things that happened which showed that Old Man Winter was coming back? How did the Indian maiden know when he was near? In the spring Old Man Winter hobbled away. How did he return?

Be ready to tell the story of Old Man Winter's return. Try to make the class feel the changes that he brought.

7. Entertaining Another Class

[Planning a program]

In planning an entertainment to give to another class, use this program to help you in deciding what to do:

STORIES ABOUT INDIANS

What our Class has been Doing
How Indians Made their Homes
Making a Bow and Arrow
Hunting with a Bow and Arrow
A Papoose and its Cradle
An Indian Lullaby
Old Man Winter and the Spring
Old Man Winter's Return

Your visitors will be glad to have you point out what you did in making your village, and to have you show them with clay just what Indians do in making clay dishes. Perhaps, too, some of the boys can show how an Indian walks when he is hunting and how he uses his bow and arrow.

8. Sending an Invitation

[Group composition]

In asking another class to see your Indian village and to hear your stories, plan a letter like this one; then write it.

Dear Second Grade,

We have an Indian village to show you and some stories to tell. We hope you can come to our room on Friday afternoon at three o'clock.

The Third Grade

9. Review and Practice

[Pronunciation]

1. Make sure that you can pronounce correctly the words in this list. Say:

kept (not <i>kep</i>)	old man (not <i>ol man</i>)
slept (not <i>slep</i>)	America (not <i>Amurka</i>)
bow and arrow (not <i>bow an arrow</i>)	American (not <i>Amurken</i>)

2. Read, being careful of your pronunciation:

When the white man came to *America*, he found Indians living here.

The Indians hunted with *bows and arrows*.

The *old men* made the arrowheads.

The women made cradles in which the little papooses sometimes *slept*.

[The use of *a* and *an*]

3. Complete, using *a* or *an*:

I am thinking of — animal. It is not — elephant. It is not — lion. It climbs — tree. Sometimes it is called — monkey and sometimes — ape.

[The use of *was* and *were*]

4. Decide how to complete each sentence, using *was* or *were*:

1. The sun — shining.
2. In the trees birds — singing.
3. Squirrels — there.
4. In the woods there — owls.
5. An old owl — asleep.
6. Among the bushes a fox — hiding.
7. The Indian boys — brave.
8. The little papoose — afraid.

[Written exercise]

5. Copy and complete Exercises 3 and 4.

10. Using Words Correctly

I. Test B. Second Form. Troublesome Answers

Copy the answers, putting in the missing words:

1. Where are you and your mother going Thanksgiving Day? — and — are going to grandmother's.

2. Is your brother at your grandmother's now? No, he —.

3. Are you going to-day? My brother is going, but I —.

4. Have you bought your tickets? No, we —.

5. Are you all coming home Saturday? No, we —.

II. Test C. First Form. Telling What Happened

Copy and complete the answers to the questions:

1. Where did the deer drink? It — at the river.

2. What did the deer eat? It — green twigs from the bushes.
3. What did the Indian give his son? He — him a bow and arrow.
4. Where did the boy throw the arrow? He — it over a tall bush.
5. What did the boy hear in the woods? He — a fox barking.
6. Where did the fox run? It — to its den.

III. A Game to Play Daily

Whenever you have a few minutes to spare, be ready to play this game:

[Troublesome words]

I DID IT. The leader names objects like an apple, water, a bell. The player called upon must answer, using one of these sentences:

I ate it.	I threw it.
I drank it.	I gave it.
I heard it.	I ran it.

Any one who is slow or who gives an answer that does not fit the object named is out of the game until some one else goes out. He may be made to stand by his seat or in some other place decided upon by the class.

The leader may name objects from this list:

lemonade	orange	milk	stone
ball	present	race	cake
whistle	story	doorbell	money
machine	stick	engine	candy

Chapter IV — OLD TALES AND NEW

1. The Boy and the Butterfly



I

[Choosing a good ending for a story]

1. Once long ago a man named Æsop wished to teach people about the ways of the world, so he told them stories, or fables, about people and animals. Read these two fables; then try to think of a good ending for the second one:

THE FOX AND THE GRAPES

A fox, who was hungry, found some bunches of grapes upon a vine high up in a tree. He longed to get at them, but could not. So he left them hanging there and went off, saying to himself, "They are sour grapes."

THE BOY AND THE BUTTERFLY

Once a boy was in a garden and saw a butterfly.

"Oh!" said the boy, "What a pretty butterfly! I will get it."

He went for a net, but when he came back the butterfly was gone. So he went to the house saying, —.

2. With the help of your class plan a story like those above. Call it *The Hawk and the Chicken*. First make up your mind why the hawk wanted the chicken and why he could not get it, and then what the hawk might say.

3. Think of other titles for fables:

The Cat and the Goldfish

The Dog and the Bone

The Bird and the Worm

The Monkey and the Peanuts

The Girl and the Rose

The Boy and the Apple

The Man and the Train

The Tiger and the Man

4. Be ready to tell your class a fable, using one of these plans:

a. Tell the complete story of *The Boy and the Butterfly* or of *The Hawk and the Chicken*.

b. Use one of the titles in Exercise 3, or a title of your own, and tell a fable.

5. Improve, if you can, the endings of the fables given by the class.

II

[Using capitals in titles]

6. Tell which words in this title begin with capital letters:

The Boy and the Butterfly

7. Remember this rule:

The first word and all important words in a title should begin with a capital letter.

8. As your teacher reads them to you, write on the board the titles given in Exercise 3.

[Written exercise]

9. Copy from pages 53 and 54 all the different titles that you can find. What care will you take in writing them?

2. The Girl and the Strange Dog

I

[Choosing a good ending for a story]

1. Have you ever been afraid of something the first time you saw it, and then later overcome your fear? If you have, you will understand the fable of the Fox and the Lion. Read these two stories and then think of a good ending for the second one:

THE FOX AND THE LION

A fox who had never seen a lion met one by chance. When he saw him, he was so afraid that he almost died. When he met him a second time, he was afraid, to be sure, but not so much afraid as at first. The third time that he saw him, the fox was so bold that he went up to the lion and spoke to him.

THE GIRL AND THE STRANGE DOG

A little girl once visited her uncle who owned a big dog. The first time that she saw the dog she was so afraid that she cried aloud. The next time that she saw it she was still afraid, but she did not cry.

2. Help your class to plan a story called *The Girl and her Pony*. First show that the girl was afraid of her new pony; then tell how she became used to it so that she was no longer afraid.

3. Choose one of these titles or one of your own and tell a story to your class:

The Kitten and the Grasshopper	The Boy and the Bear Cub
The City Dog and the Pig	The Baby and the Kitten
The Bee and the Strange Flower	The Boy and the Horse

II

[Using capitals in titles]

4. Which words in this title are important? Which begin with capital letters?

The Girl and the Strange Dog

5. Study the titles in Exercise 3. Be ready to write them on the board as your teacher reads them to you.

[Written exercise]

6. Make a list of all the titles that you can find on this page and on page 55.

7. Read the titles to make sure that you have used capitals where they belong.

3. A Winter Elf

I

[Conversation]

1. In winter there is a little elf who sometimes visits us, but whom we never see. He paints the windowpanes with fairy pictures, and nips at the toes of the children. Tell his name if you can.

2. What pictures have you seen that were painted by this winter elf? What other work have you seen



lately that was done by him? What can you do so that he will not nip your fingers and toes?

3. Find out what happens in this story:

JACK FROST'S ADVENTURES

One winter morning, when it was cold and sunny, Jack Frost was out looking for fun. At the same time three girls were on a pond skating. Jack Frost saw them and went racing over to them and began to play his pranks. He nipped their noses and chilled their toes. When he was tired of this, he went back to a hill where some boys were sliding. He ran races with them up and down the hill, but he could not catch them.

Then he went back to the woods and saw a squirrel. He said to himself, "Now for some fun with Mr. Gray Coat!"

Jack Frost tried his tricks on Mr. Gray Coat, but Mr. Gray Coat only laughed and said, "Ha, ha! Mr. Jack Frost, what do you think my fur coat is made for?"

4. Tell one thing that you found out in the story. Let the class tell other things.

[Story-telling]

5. Use one of these plans, or one of your own, and tell a story about Jack Frost:

a. Tell in your own words the story of *Jack Frost's Adventures*.

b. Tell a story beginning:

Jack Frost has been up to many tricks lately.

c. Make up a story like the one in Exercise 3.

II

[Writing words showing ownership]

6. Which word in the following sentence shows who owned the mittens? What mark is put before the s?

Fred's mittens kept him warm.

7. In writing this title, what care must you take?

Jack Frost's Adventures

8. Find the words that show ownership:

The rabbit's fur is soft and warm.

Dick's pigeons are kept in his father's barn.

The kitten ate from the dog's plate.

Mary's nose was nipped by the frost.

Ruth's hands were cold.

Tom slid down hill on Henry's sled.

The squirrel's coat kept out the cold.

9. Which of the words given here show ownership?

John's skates

Betty's coat

Helen's scarf

Tom's cap

Mary's muff

Fred's overcoat

Frank's snowshoes

Ruth's overshoes

[Written exercise]

10. Make a list of the words in Exercise 8 and 9 that show ownership.

11. Read your list to make sure that you have used the apostrophe in the right places.

4. Playing Sentence Games

[Composing in separate sentences]

1. Use these sets of questions and play the QUESTION AND ANSWER game described on page 13.

1. When the day is stormy, where do you like to sit indoors? What do you read sometimes? At other times what do you do?

2. What is your favorite fairy story? Why do you like it?

3. In what story that you know is there a fox? What does he do?

4. What story do you know about a lion? What happens in the story?

5. What is your favorite story in your reader? What happens first in the story? What happens after that?

2. In doing these SENTENCE PUZZLES, you are to make one sentence out of the two or three given in each exercise.

1. You can skate in winter. You can slide down hill too.

2. Every year Jack Frost visits us. He comes in winter.

3. After a snowstorm you can see the tracks of rabbits in the snow. You can see the tracks of birds too.

4. A fox is cunning. He is sly.

5. Lions can roar loud. They can fight fiercely.
6. Deer live in the woods and are timid animals. Rabbits live there too. They are timid.

[Writing in sentences]

3. Write at least three stories made from the answers to sets of questions in the QUESTION AND ANSWER game on page 59. First think of a title for each. Show that you can write both the stories and their titles correctly.
4. Write sentences made from the SENTENCE PUZZLES.

5. In Winter

[Making pictures with words]

1. Name, if you can, what is meant:

I am found on the eaves of houses in the winter time. I sparkle in the sun, and then I drip, drip, drip until there is nothing left of me.

My home is in the north. With tinkling bells around my neck I go merrily over the snow, pulling a sled after me. I have great branching horns. Children dream about me at Christmas time.

In the winter I am sometimes hungry. When the snow is on the ground, I often wish that boys and girls would scatter crumbs for me to eat. To thank them, I would puff out my feathers until I looked like a ball of down, and then I would give a little chirp.

2. Show that you can improve the riddle on page 61 by giving more facts and telling them in a lively way:

I am made of steel. Boys and girls use me on the ice in winter time.

3. Plan a riddle of your own and give it to your class to guess. Try to tell enough to make it interesting. Be sure to express your ideas in separate sentences.

[Written composition]

4. Think of some one who is absent from school on account of illness. Improve your riddle if you can and then write it for him.

[Group letter]

5. With the help of your class plan a letter like this one to send with the riddles:

Dear Tom,

We are sorry that you are ill. We are sending you some riddles which we made up. Perhaps you will like to read them.

We miss you at school. Please come back as soon as you can.

With love,
The Third Grade

6. As your teacher writes the letter on the board for you, tell her what to say.

[Written composition]

7. Erase the letter on the board. Find out who can make the best copy from memory.

[Proof-reading]

8. In reading your letter to see that it is correct, what shall you keep in mind?

6. For the Story Hour

[Learning to study]

1. The story of Snow White and Rose Red makes an interesting play. First read the story to find what exciting thing happens in each part.

SNOW WHITE AND ROSE RED

Part One

Once there were two girls called Snow White and Rose Red who were beautiful, merry, and good. In the same country lived a wicked dwarf who put an enchantment upon a prince and stole his treasures.

One cold and stormy winter evening Snow White and Rose Red were sitting by the fire with their mother and singing merrily, when a loud knock came at the door.

"Go to the door quickly," said the mother. "Perhaps it is some one lost in the storm."

Both girls ran to the door and opened it wide. To their surprise a big brown bear appeared.

"Oh dear! Oh dear! Oh-h-h!" screamed the girls.

But the bear said, "Do not be afraid. I will do you no harm. I am half frozen with cold, and wish to warm myself by your fire."

Snow White and Rose Red were so frightened that they hid themselves, but the mother said: "Poor bear, come in by the fire. Only be careful not to burn your fur. Children, come out. The bear will not harm you."

Snow White and Rose Red came slowly out from their hiding places and began to make friends with the bear. First they stroked his shaggy coat, then they gave him something to eat. After that they felt at home with him; and,



when he began to dance, they took hold of his paws and danced with him. Soon the girls were so in love with their new playfellow that they begged him to live with them.

"Stay with us always," they said, "and we will have merry times together."

"As long as winter lasts," replied the bear, "I will come every evening, but when spring comes I must see to my treasures hidden in the earth. When the frost leaves the ground, the dwarfs will try to steal my treasures and I must guard them."

Part Two

All winter long the bear was the constant evening companion of Snow White and Rose Red, but when spring came he disappeared.

Some time afterwards the mother sent her children into the wood to gather sticks. On their way they saw a tree lying across the path and near it something that kept bobbing up and down.

"What is that jumping up and down near the log?" asked Rose Red.

"Let us go near and see," replied Snow White.

As they came near, they saw a queer little dwarf with a long beard. The dwarf was guarding bags of treasure and at the same time jumping this way and that, trying to loosen his beard, which was caught in the log.

"Why do you stand there?" said the dwarf suddenly when he saw the two girls. "Are you going to pass without giving me help?"

"What is the matter, little man?" asked Snow White. "In what way can we help you?"

"Stupid child," answered the dwarf, "can't you see? I was trying to split the log to get a little wood for my kitchen fire, and my beard caught, and I cannot get away."

The children tugged at the beard, but they were not strong enough to free it from the log. Rose Red offered to run for help. Just then Snow White said, "I have thought of something."

Whereupon she pulled out a pair of scissors, and cut off the end of the beard. But the dwarf instead of being grateful, snatched his bags of treasure and as he left said to the girls, "Stupid people to cut off my beautiful beard!"

"He didn't even thank us!" exclaimed Snow White.

Rose Red thought a moment, and then said, "He must be one of the dwarfs about which the bear told us. Don't you remember? They live under the earth and try to get the bear's treasures. I hope that we shall never meet the dwarf again."

Part Three

The next day the girls were walking by the river when Rose Red again saw something bobbing about. She pulled her sister's arm and said, "Look, Snow White, what is that jumping up and down near the river?"

"It looks like a big grasshopper," answered Snow White.

But when the girls came nearer they found the little dwarf, fishing and jumping about.

"Be careful, dwarf," said Rose Red, "or you will fall into the water."

"I'm not so foolish," said the Dwarf. "I have a fish on my line. He is trying to pull me into the water."

"Can we help you?" asked the girls.

"Yes, yes, you slow things! Hurry to help me. I am slipping into the pond," replied the dwarf.

Snow White seized the dwarf and held him tight while Rose Red pulled on the line until she had landed the fish. The dwarf grabbed his bags of treasure with one hand and the fish with the other, and was again about to leave without thanking the girls when a growl was heard from the woods and in rushed the bear.

"Spare me, my lord," begged the dwarf when the bear seized him. "I will give you all of my treasures. Look at these beautiful stones! I will give you all of them, if you will only spare my life! Besides, what could you do with a little fellow like me? Your teeth would not touch me. There are two wicked girls! Take them! They would make tasty morsels; they are so nice and plump. Eat them!"

"Begone to the caves under the earth," said the bear as he released the dwarf. "Never let me see you again!"

As the dwarf ran away the bear said to the girls: "Snow White and Rose Red, do not be afraid of me." Then as his furry coat fell from him, he said, "I am a king's son, and was forced by the wicked dwarf to wander in the form of a bear until I could regain my treasure which he had stolen. Now I am again a prince, and I shall go home and claim my kingdom. But I do not wish to go alone. Will you go with me, Snow White, and be my bride?"

To this Snow White replied, "Yes, dear Prince, if mother is willing and Rose Red will be my bridesmaid."

[Dramatizing a story]

2. Tell of some of the things that you might do in playing the story; then, after re-reading Part One, complete this plan and act the scene.

Choose a tall girl for the mother, and some one for Snow White and for Rose Red.

Choose a song for the girls to sing.

Choose some one to take the part of the bear.

Help the players in deciding what they might say:

To show that it is a cold, stormy night.

To show that they hear a knock at the door.

To show that the girls are frightened when they see a bear.

To show that the bear is friendly.

To show that the girls get over their fright.

To show what the bear promises.

3. Before playing Part Two, read it again, make up your mind how the dwarf will speak, and then decide what each player is to do and say. You can make a beard for the dwarf, if you wish, by untwisting

a piece of rope. For the log, you can use a stick of wood, a window pole, or even a chair tipped over.

4. Read the last part of the story. Tell what the dwarf must do to show that the fish is pulling him into the water; then plan what each player is to say. Act this part of the story, and then all three parts.

7. Choosing a Way to Entertain the Class

[Free review period]

Choose from this list something that you would like to do, and then be ready to entertain your class:

- a. Tell a story of the *Fox and the Grapes*, or of the *Fox and the Lion*.
- b. Tell a story of your own about Jack Frost.
- c. Give a fable of your own.
- d. Tell a story of a good time that you have had.
- e. Give a riddle for your class to guess.
- f. Recite a poem.
- g. Choose partners and tell the story of *Snow White and Rose Red* in relays.
- h. Take part in acting the story of *Snow White and Rose Red*.

If you decide to tell a story, be sure to make the point clear.

8. Review and Practice

[Pronunciation]

1. If in these words you pronounce *wh* correctly, you can feel your breath by placing a finger in front of your mouth.

what
why

when
where

which
white

whistle
wharf

2. Ask questions in which you use the words in Exercise 1.

3. Make sure that you can pronounce correctly the words in Exercise 1, pages 18, 35, and 50.

[Words showing ownership]

4. Copy the words which show ownership:

A boy's cap

A fairy's wings

A girl's mittens

A mother's care

Jack Frost's tricks

A child's friend

[Capitalization and punctuation]

5. Show that you can write to your teacher a letter like this one and have it correct in every way:

Dear Miss Martin,

Every afternoon I play school with my little brother and sister. My brother can read, but my sister is too young. She tells a story with a book upside down and thinks she is reading. Should you like to have her in your class?

With love,

Margaret

9. Using Words Correctly — Review for the First Half Year

I. Test A. Third Form. Three Common Errors

Copy and complete the answers to these questions:

1. *Question:* Where did the Indian do his hunting?

Answer: He — his hunting in the woods.

2. *Question:* What did he see near a lake?

Answer: He — a deer.

3. *Question:* Where did the deer come from?

Answer: It — from among the thick bushes.

II. Test B. Third Form. Troublesome Answers

Copy the answers, putting in words that make sense:

1. What did you and your brother find in the tree?
— and — found a bird's nest.
2. Are you going to take it down? No, we —.
3. Is Tom ready to go home? No, he —.
4. Have you Tom's cap? No, I —.
5. Are you waiting for some one? No, I — —.

III. Test C. Second Form. Telling What Happened

Copy answers, putting in the missing words:

1. What did you eat for your Christmas dinner?
I — some turkey.
2. What did you drink this morning?
I — some milk.
3. What did your father give you on your birthday?
He — me a new pen.
4. What did the children hear in the woods?
They — an owl hooting.
5. Where did the children run?
They — home.
6. Where did Tom throw the ball?
He — it over the fence.

IV. A Contest

Appoint a score-keeper and divide your class into two groups. Then, with your books open, be ready to answer the questions in the tests as your teacher asks them in turn, first a question of a player on one side and then one of a player on the other side. See which group can make the better record.

Chapter V
ON THE OTHER SIDE OF THE WORLD
I. Chinese Children



I

[Conversation]

1. Chinese children live in a country on the other side of the world. When it is night in America, it is daytime in China. What are Chinese children doing while you are at school?

2. The children in China are very fond of play and are very bright, but they would look strange to you. They have yellow skin, slanting black eyes, and straight black hair. The boys and girls dress alike. Both wear trousers and little coats. Their shoes, which are made of cloth, have thick soles of felt. The boys wear their hair in a long braid, or queue. Look at the picture; then tell how the girls wear theirs.

3. Every one in China is fond of pets. Boys, and even men, carry birds about with them and train them to do tricks. The girls sometimes have pet birds, and sometimes they put grasshoppers into tiny cages and feed them. Both boys and girls play with dancing mice. In the courtyard they keep pigs and chickens. What pets are shown in the picture?

4. Find what this story says about China:

There are many, many people in China. In some places there are so many people that some of them have to live in boats on the river. Every one has to work hard to get enough food to eat and enough clothes to wear. Even the children have to work. The boys help in the rice fields. The girls help with the cooking, the spinning, and the weaving. If there is a baby in the family and the family is poor, his sister has to carry him on her back even when she is at play.

[Limiting a story]

5. Tell one thing that you read in Exercise 4.

6. In planning a story to tell your class, you may choose *a*, *b*, or *c* if you wish. Remember to keep to one story. Do not try to tell everything that you know.

a. Tell in your own words the story in Exercise 4.

b. Pretend that you are a Chinese boy or girl. Describe your looks and tell how you dress, or tell what you have for pets.

c. Show a picture of a scene in China. Tell a story about it.

7. Perhaps your teacher will let you invite two or three children as guests when you tell stories about Chinese and Japanese children. (See page 81.) Has any one in your class a brother or sister in the first grade whom he would like to ask?

8. As you listen to the stories, decide which ones would interest first-grade children and for that reason could be used in the program.

9. Be ready to help any one who has not learned to keep to one story.

II

[Expressing surprise]

10. In a Chinese school the children study out loud at the top of their voices. When they say their lessons, they turn their backs to their teacher. If you were to visit a school, you would feel like exclaiming:

Oh, what a queer school!
How noisy the children are!

11. After words or sentences showing surprise this mark (!) is used.

This mark (!) is called an **exclamation point**.

12. Find the exclamation points in Exercise 10.

13. Tell why exclamation points belong at the ends of these sentences. Write the sentences as they should be written.

What queer clothes Chinese children wear
Oh, how hard some children have to work

14. The first two statements given here are each followed by a sentence showing surprise. Think of sentences showing surprise for the other sentences:

1. Chinese boys have good times with their kites. What good times the boys have with their kites!

2. The kites fly high. How high the kites fly!

3. The kites have queer shapes. What ——

4. The boys are proud of their kites. How

——
5. The kites have bright colors. ——

6. It seems strange to have fireworks in a kite.

——
7. Every one is surprised when the fireworks go off. ——

15. Think of other sentences that show surprise.

[Written exercise]

16. Write for each statement in Exercise 14 a sentence that shows surprise. Remember to put an exclamation point at the end of each.

17. Read your paper to make sure that it is correct.

2. In Far-Away Japan



I

[Conversation]

1. Japanese children are smaller and darker than Chinese children, but they, too, have yellow skin, slanting black eyes, and straight black hair. The boys and girls both wear kimonos with pockets in their sleeves. Study the picture to see if you can tell the boys from the girls.

2. Japan is a beautiful country. In it are mountains, waterfalls, and many wonderful flower gardens. Tell what you know about the country.

3. Find one thing in this story to tell:

The children in Japan have many holidays and games. Once a year the girls have a feast for their dolls. On this day the most beautiful dolls, toy dishes, and doll furniture are taken out to be played with carefully. There are common dolls for the little girls to play with every day, but the dolls taken out for the feast day are richly dressed. These dolls are called honorable dolls. For these honorable dolls the little girls plan tea parties with toy dishes and real food.

The great holiday for the boys is the Feast of the Flags. When this day is near, the shops are full of toys. Every one receives a present. The boys divide themselves into companies and play soldier.

[Keeping to one story]

4. Use *a*, *b*, or *c* to help you in planning a story about Japanese children:

a. Pretend that you are a Japanese boy or girl. Tell in what country you live and then, with the help of Exercise 3, tell about the holiday that you like best.

b. Tell how Japanese children look and how they dress.

c. Give a talk showing in what kind of country the Japanese children live. Try to have pictures to show.

[Written composition]

5. Choose one of the stories that you would like to have used when you give your program (see page 81). Try to improve the story, and then tell it to your teacher as she writes it on the board.

6. Write on the board the word *Japanese* and other words used in the story. Make sure that you can spell each one.

7. After you have erased the story, you may do one of two things. You may write the story that was written on the blackboard, or, if you prefer, you may write your own story.

8. Ask your teacher to save the best papers so that they may be read when you invite guests from the first grade.

II

[Exclamations, questions, statements]

9. Read these sentences and decide what mark of punctuation belongs at the end of each:

JAPANESE FLOWER GARDENS

The Japanese have tiny flower gardens
 In them there are little pools of water
 What small bridges they build over the pools
 How the goldfish shine in the water
 Lilies grow near the pools
 Other flowers are there too
 Do you know what kind of trees grow in the gardens
 They plant crooked little pine trees

[Written exercise]

10. Copy the sentences above in the form of a story. Be careful to put the right mark at the end of each.

11. Read the story to make sure that the sentences are correct.

3. Playing Sentence Games ¹

[Composing in sentences]

1. QUESTION AND ANSWER GAME. If you are called upon, you are to give a talk using the answers to one set of questions. Remember not to join the answers by *and*.

1. In what country do the Chinese children live? What must you cross to get to their country?

2. How do the Chinese boys help their fathers? How do the girls help their mothers?

3. In what shape are Chinese kites sometimes made? Why do the boys like to fly the kites?

4. In what country do Japanese children live? What makes the country beautiful?

5. What feast day do Japanese girls like best? What do they play with on that day?

6. What feast day do the boys in Japan like best? What happens on that day?

7. What are Japanese children doing while you are at school? What are they doing while you are asleep?

[Combining ideas]

2. SENTENCE PUZZLES. Try to make one short sentence out of the two or three given in each exercise.

1. Chinese children have black eyes. They have black hair.

2. Some Chinese children live on a river. They live in boats.

3. The children eat fish. They eat rice.

4. Japanese children are fond of flowers. They are fond of birds. They are fond of butterflies.

5. In the Japanese gardens are pools of water. These pools are for gold fish.

¹ See footnote, page 28.

6. Japanese children are taught to make beautiful pictures. They make pictures of flowers, butterflies.

[Writing in sentences]

3. Write the stories that go with three or four sets of questions in the QUESTION AND ANSWER game on page 77. Make sure that each answer is a clear and complete sentence.

4. Write your answers to the SENTENCE PUZZLES.

4. What Children are Meant?

[Making pictures with words]

Name, if you can, the children that are meant in these stories:

I live far to the north in a house made of ice and snow. My clothes are made of fur. For food I eat fish and dried meat. I am an —.

My skin is brown and my black hair is straight. I live in a wigwam. I can walk through the woods very quietly and shoot very straight with my bow and arrow. I am an —.

I live near a desert in a warm country. For miles and miles about me there is sand. My father keeps camels and goats. He has the finest horses in the world, but to cross the desert we ride on camels. I am an A—.

Show how this riddle can be improved so that it will tell interesting facts about a Chinese boy or girl:

My home is on the other side of the world.

[Writing a letter]

Pretend that you live in another country. Write

a letter to your class telling about yourself. Let the class guess what you are.

5. For the Story Hour

[Learning to study]

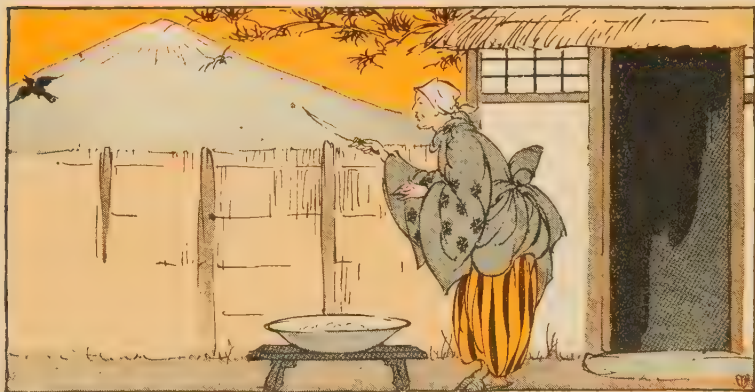
Some strange things happen in this Japanese fairy story. Find out what they are.

THE TONGUE-CUT SPARROW

I

Once upon a time a cross old woman laid some starch in a basin, and a little sparrow, which a neighbor kept as a pet, came and ate it.

"You hateful thing!" said the cross old woman. She then cut the sparrow's tongue and let the bird go.



When the neighbor heard that her pet sparrow had had its tongue cut, she felt very sad. She and her husband set out over the mountains to find where it had gone, crying, "Where does the tongue-cut sparrow stay? Where does the tongue-cut sparrow stay?"

II

At last the man and his wife found the sparrow's home. When the sparrow saw that its old master and mistress had come to see it, it rejoiced. It invited them into the home and thanked them for their kindness in old times; it spread a table for them and loaded it with food; and it made its wife, and children, and grandchildren serve at the table.

After the feast, the host danced a jig called the sparrow's dance, and thus the day was spent. When it began to grow dark and there was talk of going home, the sparrow brought out two baskets and said, "Will you take the heavy one, or shall I give you the light one?"

The old people replied, "We are old, so give us the light one; it will be easier to carry."

The sparrow then gave them the light basket, and they returned with it to their home.

"Let us open it and see what is in it," they said. When they had opened it and looked, they found gold, and silver, and jewels, and rolls of silk. The more they took out the more they found in it. These treasures made them rich.

III

When the cross old woman saw the silver and gold, she said, "I will visit the sparrow too"; and so she set out.

Again the sparrow brought out two baskets and said, "Will you take the heavy one or the light one?"

The old woman answered, "Let me have the heavy one."

With the heavy basket on her back, she started home, the sparrows laughing at her as she went. The basket was as heavy as a stone and hard to carry, but at last toward nightfall she reached home with it.

Then, when she took the lid off and looked in, a whole troop of queer creatures like monkeys came bouncing out from within the basket, and at once caught her up and flew away with her into the sky.

[Story-telling]

Think of a name for each part of the story; then choose two partners and be ready to tell the story in relays, each one of you giving a part.

6. Choosing a Way to Entertain the Class

Think of a way to entertain your class and a few guests. Use this list to help you in deciding what to do.

[Free review period]

a. Read a story that you have written about China or Japan.

b. Find a picture of China or Japan that is new to the class. Tell a story about the picture.

c. Draw a picture of some Chinese boys. Hold the picture behind you as you tell about it. Find out whether the children can guess what you tried to show; then let them see the picture.

d. Dress like a Japanese boy or girl and tell a story about Japan.

e. Dress like Japanese children and show how the Japanese give a tea party.

f. Choose some one to help you tell *The Tongue-Cut Sparrow*.

After the class has prepared the program, you may send invitations to the little brothers and sisters who are to be your guests. Use the invitation on page 122 to help you plan your notes.

7. Review and Practice

[Pronunciation]

1. Show that you have learned to pronounce the *ng* at the end of these words:

morning	laughing	standing	running
going	playing	talking	walking

[Capitalization and punctuation]

2. Think of a reason for each capital letter in this stanza; then write the stanza with your book closed.

THE SUN'S TRAVELS

The sun is not abed when I
 At night upon my pillow lie.
 Still round the earth his way he takes
 And morning after morning makes.

STEVENSON

3. Copy these sentences, putting the right mark at the end of each:

China and Japan are on the other side of the world
 What a long time it takes to cross the ocean
 China is a large country
 How long its rivers are.
 How many boats there are in them
 Japan is a small country
 What makes it a beautiful country
 Which country should you like to visit

8. Using Words Correctly

I. Test C. Third Form. Telling What Happened

Copy the answers to the questions on page 83, putting in the missing words:

1. What did the boy's grandfather give him?
He —— him a pony.
2. What did the pony eat?
The pony —— oats and hay.
3. Where did the pony drink?
He —— from the brook.
4. What did the rabbit hear?
The rabbit —— a dog barking.
5. Where did it run?
It —— to a hiding-place.
6. Where did the boy throw the ball?
He —— it among the bushes.

II. Test D. First Form. Three Common Errors

Use the words in this list to complete the answers:

he him she her they them

1. Is it John who is whispering?
No, it isn't ——
2. Is it Mary who is knocking?
No, it isn't ——
3. Is it the girls who are laughing?
No, it isn't ——

III. A Game

[Learning to say *It is he*]

SHEEP AND SHEPHERD. Two leaders are chosen. One is a shepherd who is blindfolded. The other is his partner who stands beside him at the front of the room. The rest of the players are sheep. The partner points to a sheep, which says "Baa!" The shepherd asks, "Is it John?" The sheep answers, "It is he" or "It is not he." The shepherd has a chance to guess the names of five different sheep, after which his partner takes his place.

Chapter VI — BIRD NEIGHBORS

I. Something to Think About

I

[Conversation]

A robin sometimes takes a cherry or two from an orchard; a crow helps himself to a few kernels of corn from the farmer's fields, but what of that? Birds save the farmer so much money that they deserve at least a little pay. They kill the grasshoppers that eat up the farmer's hay. They eat worms and insects that destroy the fruit and grain. Without the help of the birds the farmer's crops would be ruined. Do you think that a few cherries and a few kernels of corn are too much for the farmer to pay?

Tell how birds help in a garden.

Many kinds of birds are becoming scarce. Most of the birds that are dying out are farmers' helpers. Others are fine songsters. Tell why you are sorry to have these birds die.

Why is it a good plan for a town or city to have a park where birds can live, and where they can stop on their long journeys and rest unharmed?

Think of other ways of helping the birds. What can boys and girls do?

II

[Making plans]

In order to know the common birds better, find out all that you can about them. Study those that you see about you, sparrows, robins, pigeons, woodpeckers, and others. Notice their size, the color of

their feathers, the kind of beak each has, the way they get their food, where they build their nests, and how they care for their young. Learn to call by name as many birds as you can.

Perhaps, if you would like to do so, your teacher will let the class make a bird book to keep and enjoy. Tell what you would like to have in it.

2. Pigeons



[Conversation]

1. If you have ever watched pigeons, you know how tame they are and how pretty they look as they flutter about in the sun. What have you seen them do? What colors have you noticed in their feathers? How do the dark green feathers around their necks change when the sunlight falls upon them?

[Using picture-making words]

2. What do you think about a pigeon when you hear these words? Show by actions what some of them mean.

strutting fluttering cooing preening feathers

[Story-telling]

3. Try to make your class understand what you have noticed about pigeons. Choose *a* or *b*:

a. Tell a story, using a beginning of your own or one of these:

Pigeons are seldom quiet.

The pigeons that I have seen were tame.

b. Give a talk telling where pigeons have their nests, what they eat, and how they care for their young.

4. As you listen to the stories, decide which of the facts given you can use in a group story written for the class bird book.

[Group story]

5. Plan your group story carefully, and then, as your teacher writes on the board for you, tell her the story sentence by sentence.

6. Make sure that you can write *pigeons* and all other words used in the story.

7. Erase the group story and then you may do one of two things. You may write the group story, or, if you prefer, you may write your own story.

[Proof-reading]

8. Read your paper to make sure that it is correct in every way. Look at the spelling. See that you

have written the story in separate sentences and put a period at the end of each. Find out if you have used capitals where they are needed.

9. Ask your teacher to keep the best stories written by the class so that they may be used in the bird book.

3. The Robin



I

[Conversation]

1. Robin Redbreast sings such a merry song and flits around in such a friendly way that he is a great favorite. What is the color of his breast? Of his back and wings? Where is the robin often seen? For what is he looking as he runs along the grass?

2. Think of good reasons for giving the robin a pet name like Robin Redbreast.

3. Show that these words fit a robin:

friendly lively cheerful merry

4. Where have you seen a robin's nest or eggs? With what is the nest often covered after it is made? What is the color of the eggs?

[Group story]

5. With the help of your class plan for your bird book a story about a robin. First think of beginnings like this one, and then choose the best one:

We all know Robin Redbreast.

6. As your teacher writes on the board for you, tell her what to say. After the story is finished, study it carefully to see how you can make it better.

7. Learn how to write *Redbreast*, *chirping*, *friendly*, and other words that you used. Erase the story, and then try to write one that can be put in the bird book. After you have finished your paper, read it through to make sure that it contains no mistakes.

8. Draw a picture to go with your story.

II

[Writing dates]

9. Study this bird calendar. What dates are named? Where are commas used?

THE ROBIN'S CALENDAR

March 15, a pair of robins appeared.

April 1, they began building nest.

May 13, the baby robins hatched.

May 24, the baby robins were ready to leave the nest.

10. Be ready to write the Robin's Calendar with your book closed.

11. Perhaps, if you would like to do so, your teacher will let you keep a record on the blackboard of the dates on which you first see the different birds. Later you could copy the record and put it in your bird book.

4. The Blue Jay and the Crow



[Conversation]

1. Of all the birds the blue jay is the greatest dandy. His coat is trim and neat, and he has a crest that makes him look proud. Where are his feathers blue? What do you notice about his markings?

2. Tell where you have seen a blue jay.

3. In spite of his fine feathers, the blue jay is not a great favorite. His voice is often rough, and he is something of a rogue. He screams and calls in a noisy way, and he steals other birds' eggs. How does he differ in these ways from a robin?

4. Tell what you know about a crow.

5. The crow is a thief and a very cunning one.

How does a farmer try to keep him from stealing his corn?

6. In what way is a crow like his cousin the blue jay? In what way is he different?

7. Tell why these words fit a blue jay; then think of words that fit a crow:

handsome

noisy

roguish

[Telling a story]

8. Think of other beginnings for a story:

The blue jay is a handsome bird, but other birds do not like him.

I have seen crows in the woods.

9. Be ready to tell a story about a blue jay or a crow. You may use one of these plans if you wish:

a. Use one of the beginnings in Exercise 8, or one of your own, and tell a story.

b. Make up a story about a crow's getting into mischief, or make up one about a blue jay.

c. Tell a story about a scarecrow.

[Written composition]

10. Make plans for writing your stories and for choosing the best ones for the class bird book.

[Writing dates]

11. Read this calendar. What dates are named?

A BLUE JAY'S CALENDAR

On May 1, a pair of blue jays built a nest.

On June 14, the baby blue jays hatched.

On June 30, the baby blue jays left their nest.

12. Write from memory the blue jay's calendar in Exercise 11; then open your book and correct your paper.

5. Woodpeckers



I

[Conversation]

1. The red-headed woodpecker is often seen drumming away at an old tree. "Rrrr rat-tat-tat" goes his bill as he pecks away. Tell, if you can, what he is looking for.

2 What besides his tapping helps you to tell a red-headed woodpecker? What is the color of his back? Of his breast? Of his head? Where does he build his nest?

3. The flicker is a large speckled woodpecker with yellow on his wings. The downy woodpecker is black and white. Tell which kinds of woodpeckers you have seen.

4. What habit has the woodpecker that makes it hard for you to get a good look at him?

5. Name words like *darting* that make you think of a woodpecker.

[Telling a story]

6. Plan a story telling your class some of the things that you know about a woodpecker. Choose *a* or *b*:

a. Use one of these beginnings, or one of your own, and tell a story:

You can easily tell a red-headed woodpecker.

A flicker is sometimes called a yellow hammer and sometimes a high-holder.

b. Make up a story telling how a father and mother woodpecker cared for their young.

7. As you listen to the stories, think of ways of improving them.

[Written composition]

8. Learn how to write *red-headed*, *woodpecker*, *tapping*, *hollow*, and other words used in your story and then write your story and draw a picture to go with it.

II

[Writing dates]

9. Show that you can write dates like these with your book closed:

WHEN I HAVE SEEN BIRDS

Monday, March 31, I saw a robin.

Tuesday, April 8, I saw a kingfisher.

Friday, April 18, I saw a bluebird.

Thursday, May 1, I saw a woodpecker.

6. Playing Sentence Games

[Composing in sentences]

1. QUESTION AND ANSWER GAME. Try to make a story out of the answers to each set of questions. If you are asked to give a story, you must do so without connecting the answers by *and*.

1. Where have you seen sparrows? How can you tell them?

2. Where do robins build their nests? What do they use for the outside of their nests? What do they use for the inside?

3. What bird that you know is a sweet singer? Which has an unpleasant way of screaming? Which is often heard tapping on wood?

4. What bird has gay colors in his coat? What one is dressed in plain colors? Which bird do you like the better?

5. Where have you seen pigeons? What have you seen them doing?

6. What bird with big, round eyes stays awake at night? What does it hunt for food?

7. Out of what does a farmer make a scarecrow? Where does he put a scarecrow? Why does he do so?

[Combining ideas]

2. SENTENCE PUZZLES. Any one called upon to do one of these puzzles must make one sentence out of the two given.

1. The robin has a red breast. It has a brown coat.

2. The bluebird comes from the south. It comes in March.

3. The crow steals corn. He takes it from the farmer's fields.

4. Sparrows build near a house. So do robins.

5. Hawks fly high in the air. So do eagles.
6. Birds help a farmer by eating bugs. They eat worms too.

[Writing in sentences]

3. Write stories made from at least four sets of answers in the QUESTION AND ANSWER game on page 93. Try to make each sentence sound well

4. Write the sentences made from the SENTENCE PUZZLES.

7. What Bird is Meant

[Making pictures with words]

1. Tell what bird is meant:

I sleep in the day time. At night after dark I come from my hiding-place. I have two large, round eyes and a sharp beak. I eat mice, bats, and little birds.

I build my nest under the eaves. I am seen often on the road, on telephone wires, and in trees and vines. As I dart about in my coat of striped brown, I twitter, chirp, and scold.

I am a dark gray bird about the size of a robin. Sometimes I sing the same songs that other birds sing. At other times I tease the cat by saying, "Meow! Meow!"

2. Show how you can improve this riddle about a crow:

I am a large bird. My feathers are black.

3. Name as many as you can of the birds in the picture on page 95; then make up a riddle for your



class to guess. Try to express your ideas in separate sentences and to make them interesting.

[Written composition]

4. Talk over some of the riddles given. Find ways of improving them so that they will be worth putting in your book about birds.

5. Improve your own riddle and then write it. When you have finished it, choose some one to go over it with you to make sure that it is correct; then give it to your teacher.

8. For the Story Hour

I

[Learning to study]

This story tells about a beautiful scarlet bird with black wings. Find out what happens.

WHO THE BIRD WAS

One hot day in July a bird perched at the very top of a tall hemlock. The blazing sun shone on his body and made it glow like fire.

"What a foolish bird to be out in the scorching sun!" cried Mother Robin to her husband. "He'll be sunstruck." She and Father Robin stood shading their eyes under the cool maple leaves to look up at him. "Who can he be?"

"I think, my dear," said Father Robin, "that I had better go up and tell him to come down."

"Oh," cried Mother Robin, "what would the birdlings and I do if anything should happen to you!" and she caught him by the tail just as he was flying off.

As Father Robin opened his mouth to answer, the scarlet bird spread shining black wings and flew into the sunshine singing,

"I love the sun, the light, the flame;
Scarlet Tanager is my name."

"Never fear for him," said Mother Robin. "The sun and he are good friends."

ANGELA M. KEYES

Be ready to tell some one thing that interested you in the story.¹

Try to tell the entire story in such a way as to bring out the fun in it.

¹ See footnote, page 16.

II

Find something to tell about each bird named in this poem:

BIRD TRADES

The swallow is a mason,
And underneath the eaves
He builds a nest and plasters it
With mud and hay and leaves.

Of all the weavers that I know,
The oriole is the best;
High on the branches of the tree,
She hangs her cosy nest.

The woodpecker is hard at work —
A carpenter is he —
And you may hear him hammering
His nest high up a tree.

Some little birds are miners,
Some build upon the ground;
And busy little tailors too,
Among the birds are found.

[Memorizing]

Practice reading the poem until you can read it well; then learn it.

9. Entertaining the Class

[Free review period]

Ask your teacher to let your class plan a bird party and tell stories about birds. Use the list on page 98 to help you in deciding what each boy and girl is to do.

- a. Read a story from the book made by the class.
- b. Show a picture of a bird and tell how the bird may be recognized.
- c. Give a riddle about a bird. Ask the class to guess it.
- d. Recite from memory a poem about a bird or sing a song about one.
- e. Retell *Wee Robin* or some other story about a bird. (See pages 14, 32, 79, and 96.)

Each child must prepare his part carefully and show that he can interest the class.

10. Review and Practice

[Pronunciation]

1. As you use these words in sentences, make sure that you pronounce them correctly:

don't you	Tuesday	picture
won't you	Wednesday	furniture
can't you	Saturday	nature

2. Review Exercise 1, page 82.

[Writing dates]

3. Show that you can write correctly:

Abraham Lincoln was born February 12, 1809.

George Washington was born February 22, 1732.

4. Write the present date.
5. Write the date on which your birthday comes this year.

[Stanza form]

6. Memorize the stanza on page 99; then show that you can write it correctly with your book closed.

BOB WHITE

When summer days are long
And rare is cheery song,
Then comes Bob-White.
Bob-White! Bob-White!

G. P. GUERRIER

II. Using Words Correctly

I. Test D. Second Form. Three Common Errors

Use words from this list to fill the blanks in the answers to the questions:

she | her he him they them

1. Is it Mary who has your book?
No, it isn't she
2. Is it Dick who has my pencil?
No, it isn't he
3. Is it the children in the kindergarten who are singing?
No, it isn't they

II. Test E. First Form. Asking Questions

Read the first question in each exercise; then copy and complete the second one:

1. *Was* Tom at school? — you at school?
2. *Has* Ruth done her work? — you done your work?
3. *Is* your brother going home? — you going home?
4. *Will* you go to the game? — I go to the game?
5. *Can* Fred play a violin? — he play for us, please?

III. Games

Be ready each day to play one of these games.

[Learning to say *were you*]

DUMB CRAMBO. Two boys or girls are sent from the room. They go through some action and then return. The other players take turns in guessing what they were doing. They ask questions like these, "Were you walking down the hall?" "Were you shaking hands?" "Were you changing hats?" "Were you talking?" "Were you whispering?" "Were you bending over?" "Were you standing on tiptoe?" "Were you standing on one foot?" The one who guesses the right action has the next chance to choose a partner and leave the room.

[Using *shall I*]

WARM or. COLD. The person who is It is sent from the room. The other players decide on something that he is to do with a book. The one who is It is called. He tries to guess what he is to do. As he goes to different parts of the room, he asks, "Shall I lay the book on the table?" "Shall I put it on the window sill?" "Shall I put it in my desk?" Whenever he goes near the place where he is to put the book, the children tell him that he is getting warm. When he starts in a wrong direction, they say that he is getting cold.

[Saying *may I*]

PLAYING TEACHER. One child acts as teacher. The other players ask to do different things in the room. One player asks, "May I write on the board?" Another asks, "May I get a story book, please?" The teacher must give answers such as, "Yes, you may," or "No, but you may do it at recess." After answering the questions of a number of pupils, the teacher chooses some one to take his place.

Chapter VII—STORIES OF FOREST BABIES

I. Bunnies



[Conversation]

1. Rabbits living in the woods have brownish-gray fur, so that they cannot be seen as they play about in the brush. They are quick to hear. How does this help them to escape from their enemies? Why can rabbits run fast?

2. Rabbits make their homes where bushes are thick. Give the reason, if you can.

3. Tell your class other facts that you have noticed about rabbits.

4. Find what a mother rabbit teaches her young:

When a rabbit is half-grown, its mother teaches it how to protect itself. She warns it to keep near bushes so that it can hide when a hawk is seen flying overhead. She shows it how to escape from a dog by running across its own tracks or by jumping across a stream. These tricks make the dog lose the scent and give the rabbit a chance to get away.

[Making a story seem real]

5. How can you end this story to show that the rabbit had been well taught by its mother? Where will you have it go?

One day a little rabbit ran away from home. A hawk, high in the air, saw the little rabbit. The hawk said, "What a fat little rabbit that is! I should like to have it for my supper."

6. Choose *a*, *b*, or *c* and plan a story. Try to think of facts that will make the story seem real.

a. Tell a complete story about the little rabbit that ran away from home (see Exercise 5).

b. Tell a story using this beginning or one of your own:

You must be quick if you wish to get near a rabbit.

c. Make up a story about a mother rabbit giving a little rabbit a lesson. Tell where they went and what they did.

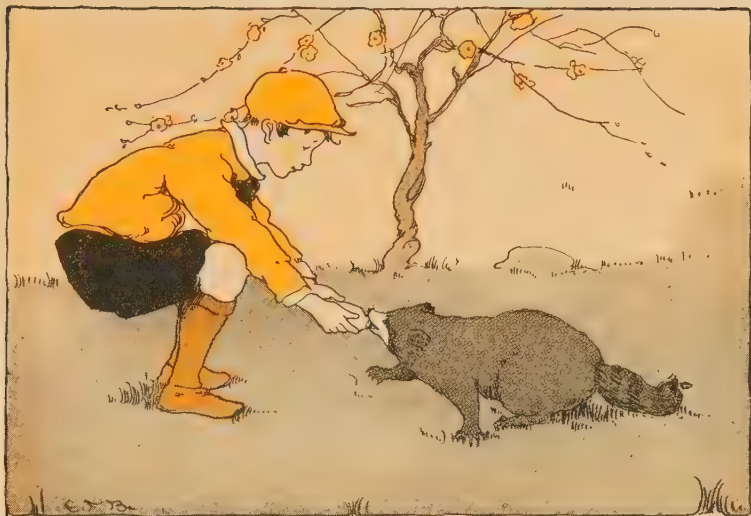
2. A Baby Raccoon.

[Conversation]

1. The baby raccoon shown on page 103 has been taken from its home in the woods and made a pet. Should you like to feed it? Why or why not?

2. The raccoon's fur is brown tipped with white. What do you notice about the markings on Baby Raccoon's face? On its tail?

3. What shows that the raccoon will make a good climber when it is older?



4. Find out in what way a raccoon is like a little bear:

The raccoon is somewhat like a little bear. It has sharp eyes. It is clumsy. Its track looks like the print of a baby's hand. For food the raccoon eats berries, fish, and grubs. In winter it curls up in a hollow tree and goes to sleep. It is a good fighter when forced to fight, but usually it minds its own affairs.

[Making a story real]

5. Help your class to think of a good ending for this story. Tell only what could really happen.

One dark night a baby raccoon awoke from his sleep and looked out of the hole in the tree where he lived. He was very hungry. He wished that his father would bring home something to eat, a fat little mouse or a nice piece of fish.

6. In thinking out a story about a raccoon to tell your class, you may use one of these plans:

a. Tell in what ways a raccoon is like a little bear (see Exercise 4).

b. Use a beginning of your own or this one, and tell a story:

Don't make a mistake! Baby Raccoon is no kitten.

c. Make up a story like the one in Exercise 5, telling what happened to a baby raccoon.

7. As you listen to the stories told by others, try to think of ways of making them seem more real.

II

[Dividing words]

8. In the story in Exercise 4 the word *raccoon* is divided at the end of the third line. The word has two syllables. The first syllable is *rac*; the second syllable is *coon*.

This mark (-) is called a **hyphen**.

9. In the story the hyphen is used after *rac* to show that part of the word is on the next line.

10. Pronounce each word by syllables and tell how to divide it at the end of a line:

something
hungry
little

markings
hollow
kitten

berries
winter
mistakes

[Written exercise]

11. Write the words in Exercise 10 in two ways. Write them as given and then write them with a space between the syllables.

3. The Doe and her Fawn



[Conversation]

1. A mother deer is called a *doe*. Young deer are called *fawns*. What do you notice about the doe and her fawn in the picture?

2. The doe's coat is light brown or tan color. The fawn's coat is a soft gray, so spotted with white that, at a little distance, the fawn looks like a patch of shadow spotted with sunlight. This spotted coat helps the fawn to hide from its enemies. What can you say about the eyes of the deer? Of the way the deer hold their heads? What about their legs shows that the deer are good runners?

3. Deer are timid animals. Why do they live in the woods? What do you think happens when deer become frightened?

4. Tell one thing about deer that you have seen in the park or elsewhere.

[Making a story real]

5. Try to think of an ending for this story. Choose one that could really happen:

One day a mother doe was standing with her little fawn beside her when she heard the sharp bark of a dog. "What can I do to save my fawn?" she thought. "I must lead the dog away."

To her fawn she said, "Lie down in the thick bushes and be quiet. I'll come back to you."

6. Think out a story to tell your class. Choose *a*, *b*, or *c*:

a. Tell a complete story about the doe (see Exercise 5).

b. Use a beginning of your own or this one and tell a story about a fawn:

Fawns are timid.

c. Give a talk describing a deer and telling something of its habits, or make up an interesting story that might be true.

7. As you listen to the stories, decide which ones you would like to hear again. Tell how they might be improved, and then ask to have them given as part of a program made from the exercises on page 112.

[Written composition]

8. Learn how to write doe, slender, fawn, spotted, timid, swift, and other words used in your story.

9. Improve your story and then write it. Try to make it good enough to use in the program.

II

[Dividing words]

10. Only words of two or more syllables may be divided at the end of a line. The word *write* may not be divided. The word *written* may be.

11. Which of these words may be divided?

slender	called	frightened
spotted	feared	runner
forest	fawn	standing
woods	animal	wished
playful	river	heard
timid	caught	waiting

[Written exercise]

12. Copy the words in Exercise 11 that may be divided at the end of a line. Leave spaces between the syllables.

4. Playing Sentence Games

[Composing in sentences]

I. QUESTION AND ANSWER GAME. Use these questions and play the game described on page 13. Try

to make a story from the answers to each set of questions.

1. Where do foxes live? How can you tell them from other animals?
2. What does a bear like to eat? Where does it sleep?
3. Where do rabbits hide? Why is it hard to catch them?
4. What do squirrels gather in the fall? Where do they store them? What do they do with them later?
5. How is a baby raccoon's coat marked? How is a fawn's coat marked?
6. What wild animals that you know about are timid? Which are good fighters?

[Combining ideas]

2. SENTENCE PUZZLES. Try to make one sentence out of those in each exercise:

1. A rabbit is quick to see. It is quick to hear.
2. Does are timid. Fawns are timid.
3. A deer is a swift runner. It is a good jumper.
4. A mother fox teaches her baby foxes how to hunt. She teaches them where to hide.
5. Bears sleep all winter. They sleep in caves or hollow logs.
6. Bears are clumsy. Raccoons are clumsy.
7. Deer live in the woods. Bears live in the woods. Foxes live in the woods.

[Writing in sentences]

3. Write the answers to at least four sets of questions given in the QUESTION AND ANSWER game. Try to make each story sound well.

4. Write the sentences made from those in the SENTENCE PUZZLES.

5. What Animal is Meant?



[Making pictures with words]

Name as many as you can of the animals in this picture; then be ready to tell the ones meant in these riddles.

There is an animal about the size of a dog. It has a sharp nose and a long bushy tail. Its home, which is in the ground, has two entrances safely hidden by bushes. What animal is it?

In the water there lives a small animal. On warm days it sits on rocks or sand to sun itself. It is very slow, but it has a right to be, for it carries its shell house around with it.

I am thinking about a very small animal that is kept in a cage. It has pink eyes, a pink nose, pink claws, pink ears, and a pink tail. It sleeps during the day but is awake at night. Its name spelled backward is *etihw esuom*.

Try to improve this riddle by telling something more about the animal meant.

In the woods lives a slender animal with branching horns.

Be ready to give a riddle of your own for the class to guess. Express your ideas in separate sentences and make each as interesting as you can.

6. For the Story Hour

[Learning to study]

You can see from this story that a mother of forest babies will face great danger in order to protect her young.

MOTHER PARTRIDGE AND HER CHICKS¹

Mother Partridge came through the woods with her twelve tiny chicks. The little ones were no larger than acorns. "Peep! peep!" they cried when left even a few inches behind their mother.

As Mother Partridge and her brood came near some bushes, she saw an old fox coming toward her.

"Hide! Hide!" said Mother Partridge to her little ones, and each little chick hid itself safely away among the leaves.

When the little ones were hidden, Mother Partridge flew toward the fox and fell in front of him, pretending to have a broken wing. "I'll catch you!" thought the fox, but when he snapped at her, to his surprise, no partridge was there. She had fluttered just far enough to be out of his way. Again and again he snapped and again and again he missed her. Each time Mother Partridge fluttered before the fox, she

¹ Adapted from *Redruff*, by Thompson-Seton.

led him farther from her chicks. When the fox was at a safe distance, Mother Partridge suddenly rose in the air and flew back to her little ones.

"Kreet! Kreet! Come! Come!" she called, and out from their hiding places came the twelve baby chicks.

Take turns with others in telling what interested you in the story.

[Story-telling]

The little partridges must have been frightened when their mother told them to hide, and they must have been glad when she returned to them. If you were to tell a story of what one of the little partridges felt and did, what should you say?

The fox could not have liked being deceived by Mother Partridge. What could you put into a story about the fox?

Choose *a*, *b*, or *c* and be ready to tell a story:

a. Tell in your own words the story of Mother Partridge and her chicks.

b. Tell the story of what one of the baby partridges did and felt.

c. Tell what the fox tried to do and how foolish he felt when he found out that he had been fooled by Mother Partridge.

7. Choosing a Way to Entertain the Class

[Free review period]

With the help of the list on page 112, find a way to entertain your class. Choose something different from what others choose so that the program will be interesting.

.

- a. Tell a story about watching an animal.
- b. Read a story that you have written about a rabbit, a raccoon, or a deer.
- c. Recite a poem.
- d. Show a picture of an animal and tell a story to go with it.
- e. Read a story made up and written at home.
- f. Give a riddle like one of those on page 109.
- g. Tell a story that you have heard about an animal.
- h. Tell the story of one of Mother Partridge's chicks; or of the fox.

If you decide to tell a story, try to give facts that will make it seem real.

8. Review and Practice

[Pronunciation]

1. As you use each word in a sentence, pronounce it correctly:

animal
raccoon

yesterday
partridge

enemies
partner

[Dividing words]

2. Show how to divide each word by syllable:

hungry
little
hollow

kitten
berries
winter

standing
spotted
yesterday

9. Using Words Correctly

I. Test E. Second Form. Asking Questions

Read the first question in each exercise on page 113, and then copy and complete the second one:

1. *Will* Mary wait for you? — I wait for you?
2. *Is* Fred going away? — you going away?
3. *Was* Ruth at school? — you at school?
4. *Has* Henry seen my brother? — you seen my brother?
5. *Can* you skate? — I go skating with you, please?

II. Test F. First Form. Telling What has Happened

Copy the second sentence in each exercise. If the first sentence says *The boy threw the ball*, the second one should say *The boy has thrown the ball*.

1. The bell *rang*. The bell has —.
2. The children *did* their work. The children have — their work.
3. The boy *ran* a mile. The boy has — a mile.
4. Warm days *came*. Warm days have —.
5. The birds *went* north. The birds have — north.
6. The horse *broke* its halter. The horse has — its halter.
7. We *saw* birds building nests. We have — birds building nests.
8. We *began* new work. We have — new work.

III. A Game to Play Daily

[Using the right word with *have*]

MUSHPOT. In playing Mushpot, the leader calls upon the players to read the sentences in Test F and to complete them. He calls for No. 4 and gives Mary's name. If in giving No. 4 Mary makes a mistake, she must go into the mushpot (a corner of the room) and stay until she corrects an error made by another player.

Chapter VIII—A CHILD'S GARDEN OF VERSES

I. The Land of Story-Books

[Conversation]

1. Sometimes such strange things happen in story-books that it is fun to act them out. Did you ever play Indian, hunt lions, or play anything else that happened in a story? What other things have you done in playing at make-believe?

2. As your teacher reads this poem, listen to find out what fun a boy is having:

THE LAND OF STORY-BOOKS

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

There are the hills, there are the woods,
There are my starry solitudes;

And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of Story-Books.

STEVENSON

3. How can you tell that it is a little boy and not a little girl who is talking in the poem? What shows that the boy is good at make-believe?

4. Try to answer these questions. Do not read the stanzas unless you need to:

Stanza 1. Where were the little boy's father and mother sitting?

Stanza 2. Where did the little boy crawl first? Where did he go after that? What kind of track did he pretend he was crawling along?

Stanza 3. What was he playing as he lay back of the sofa.

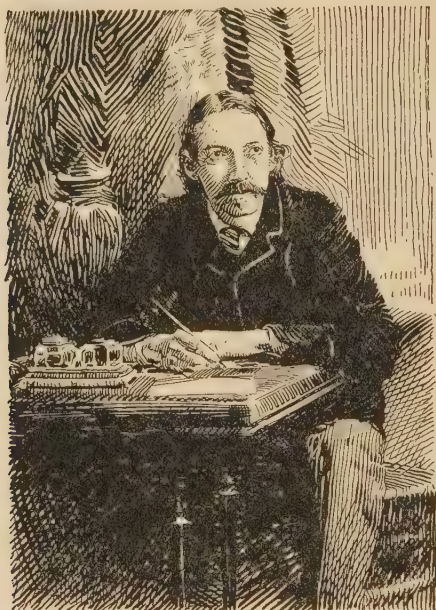
Stanza 4. The word *solitudes* means lonely places. What kind of solitudes are mentioned which show that the little boy was pretending he was out-of-doors? What made the danger here?

Stanza 5. What made the others seem far away? In what danger were they?

Stanza 6. What shows that the boy did not like to give up his play and go to bed?

5. Re-read the poem and then draw a picture for it. Before you show your drawing, tell the class what you tried to do.

2. Robert Louis Stevenson



[Conversation]

1. *The Land of Story-Books* was written by a man whom every one admires because he knew how to overcome difficulties. This story tells about him.

ROBERT LOUIS STEVENSON

Robert Louis Stevenson was born across the ocean in Scotland. He was an only child and not very strong. When he was little, he often had to play by himself and sometimes, when the weather was bad, he had to stay in bed. He was never cross. He thought of interesting things to do, and kept himself happy. Sometimes he played he was in the Land of

Story-Books, and at other times he made up games with his soldiers and other toys.

When Stevenson grew up, he remembered about the fun that he had had as a boy. He decided to write a book for children and to tell them about his play. This book, as you probably know, is called *A Child's Garden of Verses*.

For the very beginning of the book, Stevenson wrote a poem about his nurse whom he remembered and loved.

2. Be ready to tell your class something that you learned in the story about Stevenson.

3. Some of the best-known poems from *A Child's Garden of Verses* are given in this book on pages 114, 119, 120, and 121. Other well-known ones are *My Shadow*, *The Wind*, *A Good Play*, *The Land of Counterpane*, *Foreign Children*, and *The Sun's Travels*. Which of these do you know?

4. In order to help your class learn more about Stevenson and his book for children, try to do one of these things:

a. Tell in your own words the story given on page 116.

b. Find a poem by Stevenson that you like. Tell its name and what the poem is about.

c. Show your class a copy of *A Child's Garden of Verses* and tell them about the book.

[Review. Writing names]

5. Look at the story on page 116 again. Study the names; then be ready to write Stevenson's full name, the name of the land in which he was born, and the name of the book mentioned. What rules for the use of capitals should you keep in mind?



3. Playing Soldier

[Conversation]

1. After watching soldiers march on the Fourth of July, or at other times, perhaps you have played soldier and know what a good time can be had in such play.

2. In Scotland where Stevenson lived, and elsewhere, a soldier who has fought in many battles is called a grenadier (gren-a-dier). How straight do you think a grenadier would stand?

3. Soldiers have to keep wide-awake so that they can hear commands; that is, they have to be *alert*. They have to march in a soldier-like, or *martial* manner. Remember that *alert* means *wide-awake*, and *martial* means *like a soldier*.

4. Show that you can do all of these things:

Stand as straight as a grenadier.

Be alert when your teacher gives a command.
March in a martial manner.
March double-quick.

5. A Scottish soldier wears kilts, a plaid, or scarf, and a three-cornered cap called a highland bonnet. Point them out in the picture.

6. Notice that the soldier's hat is put on one side of his head, or *cocked*.

[Dramatization]

7. In this poem, Stevenson tells about some boys and girls in Scotland playing soldier.

MARCHING SONG

Bring the comb and play upon it!
Marching here 'we come!
Willie cocks his highland bonnet,
Johnnie beats the drum.

Mary Jane commands the party,
Peter leads the rear;
Feet in time, alert and hearty,
Each a grenadier!

All in the most martial manner
Marching double-quick;
While the napkin, like a banner
Waves upon the stick!

Here's enough of fame and pillage,
Great commander Jane!
Now that we've been round the village
Let's go home again.

8. If your class were to act the *Marching Song*, what should you need? What should you do?

4. Some Short Poems to Learn

I

1. These short poems were written by Stevenson for *A Child's Garden of Verses*. After you have read them, perhaps, you can think of ways of using them in a Stevenson entertainment.

HAPPY THOUGHT

The world is so full of a number of things,
I'm sure we should all be as happy as kings.

WHOLE DUTY OF CHILDREN

A child should always say what's true
And speak when he is spoken to,
And behave mannerly at table;
At least as far as he is able.

SINGING

Of speckled eggs the birdie sings
And nests among the trees;
The sailor sings of ropes and things
In ships upon the seas.
The children sing in far Japan,
The children sing in Spain;
The organ with the organ man
Is singing in the rain.

AT THE SEASIDE

When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up,
Till it could come no more.

RAIN

The rain is raining all around,
It falls on field and tree.
It rains on the umbrellas here
And on the ships at sea.

WINDY NIGHTS

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he;
By at the gallop he goes, and then
By he comes back at the gallop again.

2. Plan what you might do to act *At the Seaside*.
What could you do as you say the poem *Rain*?

3. Try to learn one of the poems so that, if you are asked to give it at the entertainment, you will be ready to do so.

II

{Review. Use of capitals}

4. If you were to write the poem called *At the Seaside*, what rules for capitals should you keep in mind?

5. Study *At the Seaside*, and then, after closing your book, write both the title of the poem and the poem.

5. A Stevenson Entertainment

This program for a Stevenson Entertainment was used by a third-grade class. It may help you in planning your own.

PROGRAM

1. *Marching Song* acted by the class
2. Stories of what Stevenson did as a boy
3. Story of *A Child's Garden of Verses*
4. Poems given from memory

<i>The Sun's Travels</i>	<i>Happy Thought</i>
<i>Windy Nights</i>	<i>Whole Duty of Children</i>

5. Poems acted

A boy or girl with a little pail and shovel recites *When I Was Down Beside the Sea*.

A child under an umbrella imitates walking in the rain as he recites *Rain*.

Four children wearing headdresses take the part of the Indian, Eskimo, Turk, and Japanese in *Foreign Children*¹ while another child speaks to them in the words of the poem.

6. The class marches out to the sound of a comb and a drum.

[Review — Letter form]

Think of some one whom you would like to invite to the entertainment; then plan a letter like this one:

Dear Richard,

We have been learning some poems from *A Child's Garden of Verses*. On Friday, June 15, at two o'clock, the Third Grade will give a Stevenson entertainment. I hope that you can come to it.

With love,
Frank

¹ See the Teachers' Manual.

6. Review and Summary

[Pronunciation]

1. Review Exercise 1 on pages 18, 35, 50, 67, 82, 98, and 112.

2. Choose a classmate and hold a telephone conversation with him about playing ball, going for a drive, or having a good time in some other way. Make your conversation interesting, but show at the same time that you are careful in the pronunciation of words.

[Punctuation]

3. Tell what marks of punctuation are missing:

June 15, 1927

Dear Tom,

How should you like to come for a visit on the farm? I have over a hundred little chickens that you could help me take care of. Your grandfather has some calves, some lambs, and a little colt. Shouldn't you like to see them?

With love,

Grandmother

4. Copy the letter, putting in the marks of punctuation that are needed. Keep these rules in mind.

Use a comma to separate the parts of a date.

Use a comma after a greeting such as "Dear Tom."

Use a comma after an ending such as "With love."

Use a period at the end of each sentence that is a statement.

Use a question mark at the end of a question.

[Writing a letter]

5. Your teacher will be glad to hear about your

vacation plans. Are you expecting to be at home or are you going away? Write your teacher a letter.

[Use of capitals]

6. Of course, you will wish to have your letter correct in every way. Read it through carefully. Keep these rules for capitals in mind:

Begin the first word of the greeting and of the ending with a capital.

Begin the first word in each sentence with a capital.

Begin all names with capitals.

Write the word *I* as a capital.

[Writing a story]

7. Think over the interesting things that the class has done this last year. Choose one thing to tell about and write a story that you would like to keep.

As you plan your story, show that you can:

Keep to one story and tell enough facts to make it interesting.

Make the thought clear.

8. As you write your story, show that you have learned to keep these directions in mind:

Begin each important word in a title with a capital letter.

Set in from the margin the first word of the first line.

Keep the left-hand margin of the paper even.

Divide a word at the end of a line between two syllables.

Write in separate sentences.

Spell all words correctly.

7. Using Words Correctly. Review for the Second Half Year

I. Test D. Third Form. Three Common Errors

Use these words to complete the answers to the questions:

him he her she them they

1. Is it Frank who is knocking? No, it isn't

2. Is it Ruth? No, it isn't _____

3. Is it the boys? No, it isn't _____

II. Test E. Third Form. Asking Questions

Read the first questions in each exercise; then copy and complete the second one:

1. *Will* you come early? ——— I come early?

2. *Is* Helen going? ——— you going?

3. *Was* Dick at the ball game? ——— you at the game?

4. *Has* Robert done his lessons? ——— you done your lessons?

5. *Can* Tom row a boat? ——— I go for a boat ride with him, please?

III. Test F. Second Form. Telling What has Happened

Copy and complete:

1. The boy *ran* a race. The boy has ——— a race.

2. The winner *broke* his record. The winner has ——— his record.

3. The girls *came* to school. The girls have ——— to school.

4. The bell *rang*. The bell has ———.

5. We *did* our work. We have ——— our work.

6. The child *went* home. The child has ——— home.

7. I *saw* a ship. I have ——— a ship.

Composition Score for the Third Grade

To tell how good a composition is, try to answer these questions, and then compare the composition with the one below and with those given on pages 127 and 128.

Questions

1. **Subject.** Is the subject of the composition something about which others would like to hear?

2. **Plan of story.** Does the composition form a connected story about *one* thing or is it just a list of facts?

3. **Keeping to the point.** Is enough said to make the point clear? Does everything in the composition belong to the same story?

4. **Sentences.** Is the story told in separate sentences? Do the sentences sound interesting?

5. **Words.** Are all words used correctly? Are they the best ones that could be chosen?

Compositions

These compositions are *fair*. What John said about the fireworks is interesting, but he should have told more. Mary's composition would have been better if, instead of giving a list of things that she had done, she had told a story about some one thing, such as putting a room in order.

The Fourth of July I went to Manasquam. We had supper on the beach. There were fire works. The rockets were very pretty. They went right over the water.

John S.

I made some cookies at home all alone. I went visiting at my grandmother's and I made some cake. I swept the floor with my little broom. I helped my mother clean the house. I dusted the chairs. I made some candy.

Mary D.

These compositions are *good*. The subjects are interesting. The compositions are planned so that each forms a story about one thing. Both are written in separate sentences and without mistakes.

Last night I was in our storeroom. I saw my cat near the closet door. She mewed and I let her into the closet and there I saw two baby kittens. They didn't have their eyes open. They were only a few days old.

Robert A.

Last week I went to a birthday party. I took the girl a doll. First we played games. Then we had things to eat. After we had finished eating, the girl's mother brought out a big paper snowball. Ten ribbons were on it and each one of us pulled a ribbon and a prize came out. I drew a man playing a drum.

Anne D.

These compositions are *excellent*. The first one gives a clear idea of a storm. The second tells an interesting story of how a boy went fishing with his father. The third one is a lively account of a game.

We were in school when it began to snow. The next day it snowed so very hard I could not go out. There were deep, deep drifts everywhere and the icicles on my roof were very, very long. When night came the trees sparkled. I liked to look at them.

Ruth M.

Every summer I go up to a farm in Vermont. Later in July, my father comes up. Often we go fishing together. There is a little brook very near and it is full of trout. One time we went down and Daddy got a great bite. He began to pull when "plop" the fish dropped right back into the water and swam away. Daddy and I went home and told about it.

Kittredge W.

One stormy day when my sister and I were tired of our toys, my sister suggested that we play the animal guessing game.

"Mine first," I said. "I really live in the jungle, but you can find me in Franklin Park. I have a long tail in front and a short one in back. I use the long tail to eat peanuts that the children give me. Now guess what I am!"

Hannah C.

Third-Grade Program for Individual Progress in Form Study and Correct Usage

UNIT No. 1

1. Writing a Statement, page 4, Exercises 10, 11, 12; page 5, Exercises 13, 15.

2. Using Words Correctly, page 5, Exercises 1, 2, 3, 4; page 7, Exercises 5, 6, 7, 8, 9, 10; page 8, Exercise 11.

3. Paragraph Form, page 13, Exercises 2, 3.

4. Capitalization and Punctuation, page 19, Exercises 4, 5.

5. Using Words Correctly,¹ Test A, First Form, page 20; Game, page 20.

UNIT No. 2

1. The Use of *Is* and *Are*, page 26, Exercises 7, 8; page 28, Exercises 9, 10.

2. Writing in Sentences, page 29, Exercises 3, 4, 5.

3. Contractions, page 34, Exercises 9, 10, 11.

4. Review and Practice, page 35, Exercise 3; page 36, Exercise 4.

5. Using Words Correctly,¹ Test A, Second Form, page 36; Test B, First Form, page 36; Three Games, pages 36, 37.

¹ Any one making an error in a test should either get some one to play the game following the first form of the test, or he should make a list of five or more sentences used in playing the game.

UNIT No. 3

1. Use of *A* and *An*, page 42, Exercises 7, 8, 9; page 43, Exercises 10, 11, 12.

2. Use of *Was* and *Were*, page 45, Exercises 9, 10; page 46, Exercises 11, 12, 13.

3. Writing in Sentences, page 47, Exercise 3.

4. Review and Practice, page 50, Exercise 3; page 51, Exercises 4, 5.

5. Using Words Correctly,[†] Test B, Second Form, page 51; Test C, First Form, pages 51, 52; A Game to Play Daily, page 52.

UNIT No. 4

1. Using Capitals in Titles, page 54, Exercise 6; page 55, Exercises 7, 9; page 56, Exercises 4, 6, 7.

2. Writing Words Showing Ownership, page 58, Exercises 6, 7, 8, 9; page 59, Exercises 10, 11.

3. Writing in Sentences, page 60, Exercises 3, 4.

4. Review and Practice, page 68, Exercises 4, 5.

5. Using Words Correctly,[†] Review Test A, Third Form, page 68; Test B, Third Form, page 69; Test C, Second Form, page 69; Contest, page 60.

UNIT No. 5

1. Expressing Surprise, page 73, Exercises 11, 12, 13, 14, 15, 16, 17.

2. Exclamations, Questions, Statements, page 76, Exercises 9, 10, 11.

3. Writing in Sentences, page 78, Exercises 3, 4.

4. Review and Practice, page 82, Exercises 2, 3.

5. Using Words Correctly, Test C, Third Form,[†] page 82, 83; Test D, First Form, page 83; Game, page 83.

UNIT No. 6

1. Writing Dates, page 88, Exercises 9, 10; page 91, Exercise 12; page 92, Exercise 9.

2. Writing in Sentences, page 94, Exercises 3, 4.

3. Review and Practice, page 98, Exercises 3, 4, 5, 6.

4. Using Words Correctly,[†] Test D, Second Form, page 99; Test E, First Form, page 99; Games, page 100.

UNIT No. 7

1. Dividing Words, page 104, Exercises 8, 9, 10, 11; page 107, Exercises 10, 11, 12.

2. Writing in Sentences, page 108, Exercises 3, 4.

3. Review and Practice, page 112, Exercise 2.

4. Using Words Correctly,[†] Test E, Second Form, pages 112, 113; Test F, First Form, page 113; A Game to Play Daily, page 113.

[†] See footnote page 128.

UNIT No. 8

1. Review. Writing Names, page 117, Exercise 5.
2. Use of Capitals, page 121, Exercises 4, 5.
3. Punctuation, page 123, Exercises 3, 4.
4. Writing a Story, page 124, Exercises 7, 8.
5. Using Words Correctly. Review Test D, Third Form, page 125; Test E, Third Form, page 125; Test F, Second Form, page 125.

A Vacation Reading List

Animal Tales

Cock, Mouse, and the Little Red Hen. Félicité Lefèvre
 Merry Animal Tales. Madge A. Bigham
 Reynard the Fox. Louise Smythe
 So-Fat and Mew-Mew. Georgiana Craik
 Tale of Peter Rabbit. Beatrix Potter

In the Country

Cherry Tree Children. E. A. and M. F. Blaisdell
 Good Times on the Farm. Ethel C. Dietz
 In the Green Fields. Zoe Meyer
 Peter and Polly in Summer. Rose Lucia
 Work-a-day Doings on the Farm. E. L. and V. Evans

Stories about Other Children

Eskimo Stories. Mary E. Smith
 Ned and Nan in Holland. Olmstead and Grant
 Red Feather. Margaret E. Morcomb
 Stories of the Red Children. Dorothy Brooks

Fairy Tales

Grimm's Fairy Tales. Grimm
 Japanese Fairy Tales. Teresa P. Williston
 Little Red Riding Hood. Andrew Lang
 Cinderella. Andrew Lang
 Jack the Giant Killer. Andrew Lang

Poems and Songs

A Child's Garden of Verses. Robert Louis Stevenson
 Posy Ring. Kate Douglas Wiggin
 A Silver Penny. Blanche J. Thompson.
 Mother Goose Nursery Rhymes Set to Music. J. W. Elliott
 Fourteen Songs. A. A. Milne

LANGUAGE GAMES AND STORIES

PART TWO



FOREWORD TO BOYS AND GIRLS

Dear Boys and Girls,

The rest of this book is intended for you who are in the fourth grade. In it you will find many new games to play and many interesting plans to carry out. These games and plans are intended to help you further in learning how to talk correctly and entertainingly, to tell stories well, and to write good letters.

There is a saying that good clothes last a season, but good speech lasts a lifetime. As you do the work outlined, you may wish to keep this saying in mind and remember that the habits, good or bad, which you are forming are likely to stay with you all of your life. They are not like old clothes that you can throw away at will

The Authors



LANGUAGE GAMES AND STORIES

PART TWO

Chapter I—IN OUR TOWN

1. Something to Do

[Conversation]

1. Most wide-awake boys and girls can find their way about their own town, and know by sight the largest buildings. The boy in the picture is ready to deliver Sunday papers to his customers. Tell what is happening.

2. In what ways is the street in the picture like the main street in your town? What buildings do you recognize?

3. To what places in your town do you sometimes go alone?

4. Tell some of the things that you have learned on your walks; then try to answer these questions:

1. What railway goes through your town or city?

2. What is made in your town or grown near by that is shipped away?

3. Which is the largest store? What kind of goods is sold in it?

4. Which is the principal street used for business? Which street has the most beautiful shade trees and the finest houses?

5. What are the names of some of the schools in your town? What churches are there?

6. What parks and other places are there where people can have a good time?

[Planning talks]

5. With the questions in mind, be ready to talk over with your class how you can become better acquainted with your town. Perhaps some members of the class can give talks about the work done by their fathers, and others can report on the topics given here. What else have you to suggest?

HOW FIRES ARE PUT OUT

How a fire alarm is given.

What happens after the alarm has been given.

A RAILWAY IN OUR TOWN

The name of the railway.

Between what cities the line runs.

What is shipped out of the town in large quantities.

What are the chief things brought in by freight.

A BUSINESS IN OUR TOWN

The name of the firm carrying on the business.

What is done in the business.

Where the office, store, or factory is.

6. What pictures of the buildings and parks in your town can you bring to school to show the class?

7. Be ready from day to day to make reports of what you learn. Make your talks only a few sentences long, but plan them carefully, and have them well in mind before you give them.

2. Playing Traffic Officer

I

[Expressing ideas clearly]

1. First listen to some of the talks planned in Lesson I and then be ready to play Traffic Officer.

TRAFFIC OFFICER. Choose some one to stand before your class and answer questions about places in your town. Take turns asking him such questions as: On what street is the high school? In which direction from here is the railway station? What streets must I take to reach the public library? How can I tell the post office from other buildings? Where is there a drug store?

If the officer makes a mistake or fails to answer clearly and courteously, he loses his place and some one else is chosen to fill it.

II

[Recognizing a sentence]

2. In order to make your thoughts clear you should be able, as you already know, to talk in separate sentences and not merely give your ideas in statements that are run together. First make sure that you can tell what a sentence is.

3. Notice these exercises. Which makes sense by itself? Which makes you think something else is to be said?

The flag waved over the school
In the morning

The flag waved over the school is a sentence because it expresses a complete thought. *In the morning* is not a sentence. It does not make sense by itself.

4. Which of these expressions are sentences?
Which are not?

1. On the north side
2. The bank is a brick building
3. Next to the railway station
4. A bridge crosses the river
5. With a high tower
6. On Main Street
7. The church is painted white
8. Two blocks south of the school
9. Next to the high school and near the park
10. I will show you where there is a garage

5. Find the sentence endings in these directions:

The post office is on Main Street to reach it from here, turn to the left at the first corner ahead the post office is a tall, red brick building it is on the left side of the street

To reach the public library, go south on Main Street until you reach a church turn to your right and go west two blocks the library is a large gray stone building

6. Tell what is wrong with this story and then read it as it should be given.

In the zoo in Franklin Park there is a house for elephants and near it there is a swimming-pool and in the pool on a hot day the elephants take a bath and they like to cool themselves off.

[Writing directions]

7. Copy the directions in Exercise 5, putting in the capitals and periods that are needed. Use the pattern on page 290 to aid you in making your paper look neat.

8. Plan a set of directions that will help you the next time that you play Traffic Officer. If you wish, you may answer questions like these:

On what street is — (the building that you have in mind)? How do you reach the building? How can you tell it from others?

[Proof-reading]

9. Read your paper to make sure that you have written the directions in separate sentences; then ask some one else to go over it, too.

3. Using Better English

I. Common Errors

[Errors for self-correction]

1. In the excitement of play, boys and girls often make errors in speech. Name some of those that every one should avoid.

2. The words printed in heavy black type under the picture below and under the one on page 138 give the correct forms for three common errors. Tell what they are.



*Dick and Mary ran a race with Tom and me. **He and I** won.*



*When the dog came from his kennel, Jack climbed the fence.
He **did** it quickly.*

3. Make sure that at all times you remember to say:

1. **I haven't it;** (not *I haven't got it.*)¹
2. **I saw it;** (not *I seen it* or *I see it yesterday.*)¹
3. **Mary went;** (not *Mary, she went.*)¹
4. **I haven't any** or **I have none;** (not *I haven't none.*)¹
5. **John and I went;** (not *I and John went.*)¹
6. **I did it;** (not *I done it.*)¹
7. **He and I won;** (not *him and me won.*)
8. **I came yesterday;** (not *I come yesterday.*)

4. Notice the last two expressions. These are the new forms that the boys and girls in the fourth grade may wish to add to the list of those that they have mastered. Try never to let any of the eight errors given in the list pass uncorrected.

II. Three Games

5. Each day, whenever your class has a few minutes to spare, be ready to play one of these games:

¹ Allotted to the lower grades for self-correction. See footnote, page 7.

[The use of *saw* and of one *and*]

THE HOUSE THAT JACK BUILT. One player starts the game by saying, "I went down Main Street. I saw a bank." The next player says, "I saw a bank and a drug store." The one after that says, "I saw a bank, a drug store, and the post office." When five buildings have been named, the next player starts a new list. He may say, "I went to a fruit store, where I saw peaches," or he may say that he went to a toy store, a ten-cent store, a bakery, or to a farm, the woods, or a park. Any one who cannot remember what has been said, or who uses *seen* for *saw*, or more than one *and* must stand by his seat, until some one else fails.

[The use of *came*]

WHO CAME NEAR ME? The leader stands before his class with his eyes closed. A partner stands beside him and motions to some child to come forward and touch the leader lightly on the back of his shoulders. The leader says, "Some one came near me." The one who touched him says, "Who came near you?" The leader guesses, "John came near me," or "Ruth came near me." If he fails to guess the right person, or if he uses the word *come* for *came*, he must give up his place. His partner takes his place and, after choosing a partner for himself, starts a new game.

[Saying *He and I*]

WHOM HAVE YOU CHOSEN? The one who is It leaves the room. The players then choose one child to be described. The one who is It returns and asks the players in turn, "Whom did you choose?" They answer by saying, "He and I sit in the same room"; "He and I live near each other"; "He and I wear the same kind of cap"; "He and I often play together." The one who is It may ask ten questions. If he guesses the right person, he may leave the room again; if he fails, some one else is chosen to be It.

Look Before You Step
4. Safety First

ABC - Always Be Careful

[Conversation]

1. All boys and girls like to have their towns safe places in which to live, and all can help to make them so. Each one can look out for himself and help others who are too young to look out for themselves, or who are careless or thoughtless.

2. You all have very good ideas about preventing accidents. Be ready to tell what some of them are.

3. Look through these sets of questions. If you find a question that you cannot answer, ask for help.

CROSSING A STREET

In what danger is a boy (or girl) who runs out from behind a car standing at the side of a street? In which direction should he look? Why should he not take a chance by running in front of an approaching automobile?



RIDING A BICYCLE

Why should a person who is riding a bicycle obey traffic rules? On which side of the street should he keep? What care should he take at crossroads? Why should he be careful not to cut across the path of an on-coming street car or automobile? What warning should a bicyclist give when he is going to turn? Why should he never try to ride through traffic with another boy or girl on his wheel as a passenger? If he wishes to do this kind of riding, where should he go?

CHOOSING A SAFE PLACE FOR PLAY

What are boys and girls usually thinking about when they are at play? What is likely to happen when boys are playing ball at the side of a street? What is likely to happen to children who use a busy street for roller-skating, rolling a hoop, or riding a scooter? What is a good place to choose for a ball game? Where is there a good place for roller-skating, rolling a hoop, or riding a scooter?

[Thinking ahead in giving a talk]

4. Be ready to give a talk on avoiding accidents. Choose *a*, *b*, *c*, or *d*:

a. With the help of a set of questions in Exercise 3, give a talk in crossing a street, riding a bicycle, or choosing a safe place for play.

b. Give a talk beginning:

I intend to grow up strong and well.

c. Tell why it is not brave to take a foolish dare.

d. Tell a story of warning some one of danger. If you do not know a true story, you may make one up. Show how glad the person was to be warned.

Since your subject is saving life, you will wish to make every one feel the importance of what you have to say. Think out your talk carefully and get it well in mind before giving it.

5. As you give your talk, remember these directions, which you have learned in other years:

Keeping the Attention of an Audience

Stand erect before your class in an easy, quiet position.

Use a pleasant, low voice, but be sure to make every one hear you.

Make your talk interesting.

6. As you listen to others, try to help them by sitting quietly, and by looking in their direction. Pay close attention to what they have to say.

[Judging ideas]

7. After listening to the talks, choose a committee from the boys and girls who have the best ideas. Ask the committee to make for your class a set of rules about "safety first," and to write the rules on the blackboard.

II

[Copying a group composition]

8. Look through the rules made by the committee and try to improve them.

9. When you are satisfied with the rules, you may make a copy to take home to show your father and mother and to keep as a reminder. In copying a sentence, do not waste time by writing one word, and then looking at the blackboard to see what the next one is. Copy a group of words at a time.

5. Red Light

I

[Giving directions clearly]

1. To be safe on the street, a person must be quick to respond to signals. He must know when to stop and when to go ahead. This game will show you how quick you can be. Find how to play it.

RED LIGHT. As many may join the game as the leader can watch and as the space allows. All the players, except the leader, form a line on one side of the room or playground. As the leader, with his back to the players, counts *one, two, three, four, five*, or *one, two, three, four, five, six, seven, eight, nine, ten* (or to some other number), the players all move toward him, but the minute he says *Red Light* and turns around, all must stand perfectly still. Any one who makes even the slightest motion is sent back to the starting point. The leader then begins counting again, and the action is repeated. The first player to get near enough to the leader to touch him is made the leader in the next game.

2. Tell one thing that is done in playing Red Light and let others tell what else is done.¹

3. See who can give the complete directions clearly enough so that all in your class will know what to do in playing the game. Let several try; then choose the one who gives the best directions to be the leader in the first game that you play.

¹ To help the pupils master the thought in all exercises of this sort, the teacher may use the sentence drill described in Part One, page 16. The pupils are to take turns in telling one thing until all the facts have been given.

II

[Writing a group letter]

4. Think of a class that would enjoy playing Red Light or some other game that you have in mind. Plan a letter telling the boys and girls what to do. As your teacher writes on the board for you, tell her what to say. Make the directions so clear that the class will need no other help in order to play the game.

5. Erase the letter and then make a copy of it from memory. Use the rules on page 293 to help you in spacing the letter. Try to make your copy so neat in appearance that it will be the one chosen to be sent.

6. Sentence Games

I

[Composing in separate sentences]

1. QUESTION AND ANSWER GAME. In playing this game, any one called upon must be ready to give a story made from the answers to a set of questions. If he uses the word *and* to connect the answers, he is "caught."

1. Where near you is there shallow water in which to play? When do you go there? What fun do you have?

2. Why is an unfinished building a dangerous place in which to play? Where is there a better place for climbing?

3. What danger can come from a grass fire? How can a grass fire be put out with a broom? What else can be used in putting out a grass fire?

4. What harm may come from taking a foolish dare? What is a better way of showing bravery?

5. Why should matches be kept out of the reach of a baby? Where is a good place to keep them? In what kind of dish should they be put?

[Combining ideas]

2. SENTENCE PUZZLES. In doing these puzzles, try to combine the ideas in each exercise so as to form a single interesting sentence. You may leave out as many words as you wish, and add others.

1. Garter snakes are harmless. Toads are harmless.

2. You can tell a rattlesnake by its color. You can tell it by its rattle too.

3. You should not eat strange berries growing in the woods. They may be poisonous.

4. Poison ivy is a common vine. It has leaves in clusters of three. (Use the word *which* to help you with this puzzle.)

5. Poison sumac has clusters of little berries smaller than peas. The berries are white.

6. Goldenrod is a common flower that may be picked. Queen Anne's Lace is a common flower that may be picked.

II

[Writing interesting sentences]

3. Learn to spell *danger, dangerous, poison, poisonous, wade, wading, climb, climbing.*

4. With the help of the questions in the QUESTION AND ANSWER game, write several stories. Make each sentence as interesting as you can. Do not follow the wording of the questions too closely.

5. Write the sentences called for in the SENTENCE PUZZLES.

6. Copy these groups of words. Make sentences of those that do not already make complete sense by themselves. Do not change the others.

1. A vine with bright red leaves,
2. The apples were ripe
3. An empty bird's nest in the tree
4. The goldenrod which grew near the road
5. Most snakes are harmless
6. Near a brook in a meadow
7. On the playground near the school
8. The girls played under the trees

7. Entertaining the Class

I.

[Learning to study]

Many stories are told of people who have loved their cities and worked for them. The first one given here is a story so old that no one knows whether it is true or not.

A CITY WARNED

Once long ago, a Swiss girl went to live at a distance from her own beautiful city. While in the strange country, she learned one evening that on the



very next day her city would be attacked by the soldiers of an enemy.

"I must warn the city," she said to herself, but she did not know how she could reach it in time.

At last she thought of her master's war horse. Conquering all fear for herself, she mounted the horse and galloped into the darkness. She passed through town after town. Midnight came and then one o'clock, two o'clock, and three o'clock. Still she rode on. By four, the towers of her city were in sight. "Yet there is time," she thought, "to warn the guards!"

Even as she spoke, she could see the soldiers in the watchtower moving about in excitement. They had seen her and were preparing for the general alarm that was to save the city that day. The brave girl, almost exhausted, gave her message, and soon the citizens were armed and ready to meet the enemy.

Without re-reading *A City Warned*, try to tell in a single sentence the important thing that happened.

Recall other facts in the story; then, after re-reading it to make sure that you have all the facts in mind, be ready to tell it in your own words.

The following story is a true one. Try, after reading it once, to tell first what important thing happened, and then to tell the entire story.

A CITY MADE SAFE

"We must see that no more children in our city are killed by automobiles or made cripples," said the boys and girls in a large city.

All went to work. The older children looked out for the younger children. The careful children warned the careless ones. The wise and brave children taught the foolhardy ones not to take risks that

might end in accidents and death. The children, thus working together, prevented many accidents and saved many lives.

II

[Free review period]

Be ready to take part in a program planned by the class. Read these suggestions to help you in deciding what to do; but, before preparing your part, find out what other boys and girls have chosen. Try to make your part different.

a. Give a talk telling something new that you have found out about your town.

b. Tell the story of *A City Warned* or of *A City Made Safe*.

c. Tell what you are doing to help save life.

d. Show a picture of a place near your town that others would like to visit. Tell them about it.

e. Tell about a pleasant automobile ride that you have had which you think others would like to take.

f. Tell about visiting a beautiful garden in town.

g. Tell something new that you have learned about the flowers or birds in your neighborhood.

h. Give a poem that you learned in the third grade or elsewhere.

If you decide to give a talk, make it only a few sentences long, but prepare it well. In giving the talk, you will wish to keep in mind the directions in Exercise 5, page 142, for holding the attention of the class.

8. Review and Summary

I. Pronunciation Contest

1. As your teacher writes on the board for you,

give her a list of words that the boys and girls in your class sometimes mispronounce. Use such as are given here:

catch	throw	something	burst
just	threw	nothing	drowned
such	them	going	climbed

Ask your teacher to write near the list the names of the classes in the room, and to leave a space below for a record. Whenever you have a few minutes to spare, you may send some one to the board to pronounce the words in the list. If he does so without a mistake, you are to put a credit mark in the record space for his class. Add new words to the list and keep this practice up for a month, giving each class the same chance. At the end of each week count the score to see which class has the better record.

II. Marks of Punctuation

2. In the fall of the year you often make new friends who do not know the way from the school to your home. Could you write a letter like the one on page 150 and have it correct?

3. Where are commas used in the letter in Exercise 7? Where are periods used?

4. Find in this exercise a question, a statement, and an exclamation. What mark of punctuation is used after each?

Margaret and her brother were lost in the woods.

How frightened Margaret felt!

Would she and her brother ever find their way home?

5. Write at least two other sentences like each of those given in Exercise 4 on page 149.

III. The Use of Capitals

6. Explain the capitals in the letter and then make sure that you know these rules:

RULES FOR THE USE OF CAPITALS

Begin the first word of each sentence with a capital.

Begin all names with capitals.

Write the word *I* as a capital.

In writing a letter, use a capital for the first word in the greeting, and for the first word of the ending.

Write (1) Dear Mother, Dear Fred, My dear Cousin; (2) With love, Sincerely yours, Your new friend.

IV. Writing a Letter

7. What is said in this letter to make the directions clear?

Dear Fred,

Will you come to see me? I live at 110 Park Avenue. To reach my house, walk south on Church Street until you get to Park Avenue. Turn right and walk west one block. My home is the white house standing on the corner.

Your new friend,

Henry Williams

8. Write to a new friend, or to your teacher, a note telling how to reach your house from the school. Use the pattern on page 293 to help you in spacing the letter so that it will look neat.

9. When you have finished your letter, read it through to make sure that you have spelled each word correctly. Read it again to see that you have used capitals and marks of punctuation where they are needed.

9. Using Words Correctly

Test A. First Form. Eight Common Errors

Copy and complete the answers to the questions:

1. What did you see in the woods? I — a rabbit.
2. Where did it come from? It — from the bushes.
3. Where did the boys do their work? They — it at home.
4. Have you my pencil? No, I — your pencil.
5. Has Dick any money? No, he — none.

Copy the answers using words from the list below
Number 8:

6. Where are you and your brother? My brother and — are at school.
7. Where did you and your father go Sunday? — and — went to the park.
8. Where did you and your sister go? — and — went to church.

I me he him she her

Any one making an error in the test should use the practice exercises on pages 270 to 274 and later repeat the test to find how much he has improved.

Chapter II—OLD AND NEW WAYS OF TRAVEL

1. Something to Do

[Making plans]

Of course you are interested in boats, railway trains, and automobiles; and, in your next lessons, you will enjoy telling stories about them. To be of help in the work, try to do at least one of these things:

1. Find in school histories and readers pictures of steamboats, railway trains, and other means of travel.

2. Bring to school a railway time-table that has pictures in it.

3. Cut from old magazines and papers pictures of all the kinds of boats that you can find. Lay them carefully in a folder so that none will become wrinkled.

4. Make a collection of pictures of all the kinds of railway engines that you can find.

5. Make a collection of pictures of automobiles or aeroplanes.

6. Draw on the board or on a large sheet of paper a picture of an engine or a steamship which will help your class to understand its different parts.

7. Bring to school a toy boat that you have made. Tell how you made it.

8. Find out by asking questions how a steamship is made to go, or propelled.

In deciding what to do, talk over your plans with your classmates so that you will all avoid doing the same thing. Perhaps, too, you will think of ways in which you can help one another with your collections.

AT THE RAILWAY STATION

153

2. At the Railway Station



coupler
I

front bumper

[Conversation]

1. The train comes into the railway station with a rush and a roar. The bell rings a noisy warning; the chug-chug of the engine grows slower; steam escapes; and the train comes to a stop. As some passengers alight and others board the train all is hurry and bustle.

2. What does the conductor shout when it is time for the train to start? How does he signal to the engineer? What sounds does the engine make as it starts to move away? How do these sounds change as the train gets farther and farther away?

[Group story]

3. With the help of your class try to tell just what happens as the people wave good-bye and the train gets under way. If you wish, you may begin the story with what the conductor says.

4. As your teacher takes your story down on

paper for you, tell her what to write. Try to make the story a lively one.

5. After the story is finished, ask your teacher to read it to you, so that you may enjoy it.

II

[Making a statement clear]

6. Find which of these stories is easier to understand and then tell why:

He is an engineer on the railroad. He takes one train up one day and brings another down the next. Then he has a day off.

My father is an engineer on the Northwestern railroad. He takes a local train from Chicago to Madison one day and brings it back the next. Then he has a day off.

7. Show how you can make each of these statements clearer:

He shouts, "All aboard!" and *it* starts.

When *it* gets to a crossing, *it* blows its whistle to warn *them*.

As *it* passes the houses, the children wave to *them*.

8. Try in all of your statements to make known just what you are talking about. Do not use the word *it* until you have told of what you are speaking. Do not use *he* or *she* until you have shown what person you have in mind.

9. Ask your teacher to read your story to you again, one statement at a time. Make sure that you have made each sentence clear.

3. Cars and Locomotives

[Conversation]

1. You have often noticed the cars used on the steam railway. Which of these have you seen? How can you tell the different ones?

baggage car	sleeping car	coal car
mail car	diner	cattle car
day coach	observation car	tank car
parlor car	refrigerator car	caboose

2. What difference have you noticed between a freight engine and a locomotive used to draw a passenger train?

[Learning to study]

3. A railway locomotive is usually run by steam. Find what is done to make it go.

RUNNING AN ENGINE

An engineer and fireman run an engine used on a railway. The fireman keeps a bright fire burning, so that the water put into the boiler will turn into steam. The engineer controls the engine. When he wishes it to go, he turns steam into the cylinders at either side of the boiler. The steam rushes into the cylinders and pushes the rods that turn the wheels. The steam has so much power that it is like a giant pushing. When the engineer wishes to stop the engine, he shuts off the steam and lets what is in the cylinders escape into the air.

4. Tell other things that the engineer and firemen do.

5. If in your collection you have a large picture of an engine, point out in it the cylinder at the side into which the steam rushes. Point out also the driving wheels and the rod that makes them turn. Do the same with the picture on the board — (see page 152, Exercise 6).

[Making statements clear]

6. In planning a story to tell your class, you may choose *a*, *b*, or *c*:

a. Make the story in Exercise 3 clear to your class by telling it in your own words.

b. Show a picture of a train and describe the different cars.

c. Tell a lively story of your own about a train coming into a station and then pulling out; or tell about a trip that you have taken by train.

Try to make each statement clear. For example, in speaking of an engine for the first time, say *engine*; not *it*.

7. If there is anything said in a talk which you do not understand, you may ask a question.

4. Words Used in Travel

Dictionary is a sort of treasure house of information regarding words. [Using a dictionary]

1. Look at the word printed in italics (slanting letters) in the following sentence, and then name two or three ways in which you could find its meaning:

The coal for the engine is kept in a *tender*.

2. If you know how to find a word in a dictionary, you may help others with the following exercises.

"Well silver always shines."

3. The words in a dictionary are arranged in the order of the *a*, *b*, *c*'s. All words beginning with *a* come first. All words beginning with *b* come next and then all those beginning with *c*. Tell what words follow those beginning with *c*; with *h*; with *m*; with *q*.

4. If there is any one who cannot say his *a*, *b*, *c*'s, be ready to teach him when you both have spare time.

5. Under what letter should you look to find each of these words?

brake	refrigerator	caboose	locomotive
funnel	engineer	travel	cylinder
signal	headlight	diner	piston

6. Tell, if you can, why the word *safety* comes before *signal* in the dictionary. Why does *alarm* come before *anchor*? Why does *caboose* come before *car*?

7. Tell in what order the words in each group are found in a dictionary. Look carefully first at the second letter in each word; then, if necessary, at the third or fourth letter.

1. <u>coach</u>	3. <u>locomotive</u>	5. <u>railway</u>	7. <u>ticket</u>
<u>cylinder</u>	<u>level</u>	<u>running</u>	<u>tender</u>
<u>caboose</u>	<u>lumber</u>	<u>refrigerator</u>	<u>timekeeper</u>
2. <u>brakeman</u>	4. <u>passenger</u>	6. <u>signal</u>	8. <u>trunk</u>
<u>burst</u>	<u>propeller</u>	<u>safety</u>	<u>travel</u>
<u>broken</u>	<u>piston</u>	<u>smokestack</u>	<u>track</u>

8. Be ready to play this game, using the little dictionary on page 158. Turn to the page and then close your book, keeping a finger in the place.

When your teacher names a word and gives a signal, you are to find the word as quickly as you can, and then stand by your desk. If called upon, you are to give the word and its meaning.

A LITTLE DICTIONARY

- airship**, a ship sailing through the air.
alarm, a warning of danger.
anchor, iron prongs lowered to hold a ship at one place.
boom, a pole used at the bottom of a sail.
bow, forward part of a ship.
brake, that which is used to stop wheels from turning.
caboose, the last car of a freight train, used by train men.
centerboard, a board lowered from the center of a sailboat to act as a keel.
coach, a railway car for passengers.
cylinder, a tube in which a piston works.
deck, a floor-like platform in a ship.
driving-wheels, large wheels that propel an engine.
engineer, a man who runs an engine.
foresail, forward sail, rigged in the forward part of a boat.
funnel, smokestack of a steamship.
guarding, watching.
hull, body of a ship.
injure, hurt.
knotted, tied.
locomotive, engine used to pull cars.
mainsail, the largest sail on the main mast of a ship.
mariner, sailor.
mast, pole used to hold up a sail.
nautical, of the sea.
operator, one who runs a machine.
passenger, a person who rides in a boat or car.
payment, money given for goods or service.
piston, a rod moving back and forth in a cylinder.
propeller, a whirling screw that makes a ship go.
radiator, the part of an automobile used to hold the water that cools the engine.
refrigerator car, a car used to keep meat and fruit cold.
rudder, the part of a ship that steers it.
sailor, a man who sails.
signal, a notice or sign.
smokestack, a funnel through which smoke escapes.
stern, rear part of a ship.
travel, to take journeys.
undertow, undercurrent in water.
veer, turn.
whale, a large sea animal.
wharf, a landing place.
windlass, a wheel for winding rope.

9. To help you in your lesson on ships, turn to page 160, Exercise 4. Look up the meaning of the words which you do not already know.

[Written exercise]

10. Write the words in Exercise 7 (page 157) in the order in which they occur in the dictionary.

5. The First Boats to Come to America

I

[Learning to study]

1. For hundreds of years after men built ships, no one dared go far from land. Very little was known about the world and the ships were small. This story will tell you about men who were among the first to go on dangerous voyages:

THE NORSEMEN

Long ago there lived in the north of Europe a race of men who were sea-rovers. These men of the north, or Norsemen, built long boats that looked like large rowboats. Each boat was propelled by means of many pairs of oars and by a large square sail made of sealskin. Sometimes the men carved the prow of a boat to look like a sea-serpent.

About five hundred years before the time of Columbus a band of these Norsemen were living in Greenland. Among their number was a brave and daring sailor who, in searching for lumber, sailed down the coast, south of Greenland. This man, called Leif the Lucky, is believed to be the first white man to reach the mainland of America.

2. Without re-reading the story, try to answer these questions:

1. Where did the Norsemen live? 2. What kind of boats did they use? 3. Who is believed to be the first white man to reach the mainland in America? 4. For what was this Norseman in search?



3. How can you tell that the ship pictured here was one used by the Norsemen? What helps you to recognize the ships on page 161 as those of Columbus?

4. Point out in the pictures the following parts of a ship: *Use dict. many page 158 before doing the*

bow
stern

mast
boom

mainsail
foresail

hull
deck

5. Find out what this story tells about the ships used by Columbus:

THE SHIPS USED BY COLUMBUS

The three ships used by Columbus in crossing the ocean were no larger than our fishing-boats. Only one of them, the Santa Maria, had a complete deck. The ships together carried all told



one hundred and twenty men. It would take ten of these ships put end to end to equal in length one of the great ships of to-day and a hundred of them to carry as many people.

It was with these small boats that Columbus did what no man had ever done before. He headed for the open sea and sailed for weeks through unknown waters.

6. Tell other facts that you have learned about Columbus and his ships. What were some of the difficulties that he had to meet on his first voyage? Why did his men, as they drew out of sight of land, weep like children?

7. Show on a map how the Norsemen may have crossed from Iceland to Greenland and then down

the coast of America. Point out the route of Columbus from Spain to the Canary Islands and across to the West Indies.

[Making statements clear]

8. Use *a*, *b*, or *c* to help you in planning a story to tell:

a. Tell about a boat that you have made, — a sailboat, a toy Indian canoe, a raft, or a steamboat.

b. Make clear the story in Exercise 3 or the one in Exercise 5 by telling it in your own words.

c. Give a talk telling why Columbus is sometimes called the bravest sailor who ever lived. Or, after reading the history of one of the voyages, pretend that you were one of the men who traveled with Columbus; tell the story of your experiences.

II

[Using a dictionary]

9. Show in what order the words in each column occur in a dictionary:

anchor	mast	schooner	wind
airship	mainsail	sailor	windlass
alarm	marooned	signal	wharf
aft	mariner	shore	whale

10. Be ready to play the dictionary game (see Exercise 8, page 157) as your teacher calls off words to you.

[Written exercise]

11. Write the words in Exercise 9 in the order in which they occur in the dictionary.

6. Automobiles



I

[Conversation]

1. This truck is used to deliver groceries. The driver sits at the steering-wheel while the boy who helps him runs into a house with groceries. In another moment the truck will be humming down the street to its next stopping-place.

2. Be ready to tell in a sentence or two some experience that you have had with an automobile. Have you ever helped to deliver goods or been on a long ride? Have you ever watched any one change a tire or use an air pump? Have you ever seen a fire truck?

3. Point out in a picture of a car:

the steering-wheel
the hood
the windshield
the radiator
the lights

a mudguard
a tire
the spokes of a wheel
the hub of a wheel
the rim of a wheel

[Learning to study]

4. In the lesson on page 155 you learned that steam by pushing against a piston rod in a cylinder made the big wheels of a railway engine go. Try to understand this story about an automobile.

AN AUTOMOBILE

An automobile uses gasoline, oil, and water.

The gasoline, which is put into a tank, runs from the tank through a small tube into the engine. When it reaches one of the cylinders inside the engine, a spark of electricity makes the gasoline explode. This explosion moves the machinery that turns the wheels of the car.

The oil that is put into the engine makes the machinery run easily and keeps it from wearing out. The water used in the radiator prevents the inside parts of the engine from becoming red hot and melting.

5. Without re-reading the story, try to answer these questions:

1. What is used in an automobile to make the engine go? 2. How does gasoline get to the engine? 3. What makes the gasoline explode? 4. What does the explosion do? 5. What keeps the engine from wearing out? 6. What keeps the engine from becoming too hot?

[Making statements clear]

6. Choose *a*, *b*, or *c* and give a talk on an automobile:

a. Make the story in Exercise 4 clear to your class by telling it in your own words.

b. Show a picture of an automobile and tell some of the things that you know about it.

c. Tell a story of getting an automobile ready for a trip; or tell a story of a trip that you have taken by automobile.

As you think out your talk, try to make each of your statements clear.

II

[Words meaning more than one]

7. Tell which of these words mean more than one:

car

cars

8. When a word means more than one, it is said to be **plural**.

Cars is plural. It means more than one.

9. Which of these words mean more than one? Which are plural?

automobiles

truck

tires

radiator

lights

10. Make sure that you can write the plurals of these words:

wheel

wheels

man

men

tool

tools

woman

women

brush

brushes

child

children

box

boxes

baby

babies

knife

knives

lady

ladies

leaf

leaves

berry

berries

11. Write other pairs of statements like these:

1. An automobile burns gasoline. Automobiles burn gasoline.

2. A truck carries freight. Trucks carry freight.

3. A tire is made of rubber. Tires are made of rubber.

7. Travel Letters. Daydreams

[Conversation]

1. In your daydreams you have sometimes taken trips and had interesting adventures. Have you ever dreamed of being shipwrecked or imagined yourself lost? Have you ever thought what you would buy for your father and mother if you found buried treasure?

2. What story do these pictures suggest?



[Writing a letter]

3. Be ready to write your teacher a letter telling her about a daydream. Read these beginnings to give you an idea of what to do:

My dear Miss —,

Sometimes I dream that I am a captain of a big ship which almost sinks.

My dear Miss ——,

I like to dream that I am taking a long trip in an aeroplane.

My dear Miss ——,

When I am daydreaming, I think of what I shall buy for my father and mother when I am grown.

4. Try to make your letter both interesting and correct. Plan it carefully; then, as you write it, keep in mind the pattern given on page 293.

5. Before handing your letter to your teacher, read it to make sure that there are no mistakes in it.

6. Ask your teacher to read some of the letters that she thinks the class will most enjoy.

8. Entertaining the Class

I

[Learning to study]

Many stories are told of boys who grew up to be great inventors. This one about James Watt tells you what interested him as a boy.

THE BOY WHO WAS SCOLDED

About a hundred years ago in a village in Scotland lived a little boy who was often scolded by his aunt for meddling with the kitchen teakettle. He would hold down the lid when the water boiled, or he would hold a silver spoon over the steam as it puffed out of the spout, and watch the steam turn into drops of water. All this made the boy wonder what produced the force that lifted the cover of the kettle and made it rattle.

His aunt thought such play was not safe for a boy. He would scald himself some day, she said. Besides it was a great waste of time. Had he no lessons to learn? Could he not find something to do that would be more useful?

This boy who was scolded by his aunt was James Watt, the inventor of the first steam engine that could be used. So important was his invention in making railways possible and in lessening work in factories that James Watt is considered one of the great inventors of the world.

Try to answer these questions without re-reading the story:

1. What did James Watt invent?
2. How did he learn about steam? What did he do?
3. Why did his aunt scold him?
4. Why is James Watt considered one of the great inventors of the world?

After re-reading the story, tell the class just what interested you in it; or be ready to tell the story.

II

[Free review period]

In planning a story hour, ask some members of the class to arrange an exhibition of the pictures that they have collected. Ask other members, with the help of this list, to be ready to give talks and tell stories.

- a. Give a talk about the most interesting picture in your collection.
- b. Show a picture of an aeroplane and tell a story about it.

c. Tell a story of some trip that you have taken. Tell when and where you went, with whom you went, and what you enjoyed most.

d. Recite from memory the stanza about Hiawatha's canoe (see page 170).

e. Tell your class something new that you have learned about your town.

f. Read a letter telling about a daydream.

g. Tell the story of James Watt.

h. Look up the story of Robert Fulton and tell it.

To interest the class, prepare your talk well. In telling a story, remember to keep to one point and to make each of your statements clear.

9. Review and Practice

[Pronunciation]

1. Show that you can pronounce the following words correctly as you use them in sentences:

engine
garage
sailor

wharf
wheat
what

riding
rowing
driving

[Dictionary order]

2. Arrange the words in each column in the order in which they occur in the dictionary:

canoe
caboose
carriage

explosion
engine
eastward

tender
turnstile
time-table

[Plurals]

3. Write the plural of each word:

bicycle
automobile
steamship

policeman
woman
child

half
leaf
knife

[Words showing ownership]

4. Point out the words in this selection which show ownership. What mark is used before the s?

HIAWATHA'S CANOE

The Indian's canoe was built in the forest.

"All the forest's life was in it, —

All the lightness of the birch-tree,

All the toughness of the cedar,

All the larch's supple sinews;

And it floated on the river

Like a yellow leaf in autumn,

Like a yellow water-lily."

LONGFELLOW

5. Copy and complete, using words that show ownership:

1. On the bank of the river lay the ——— canoe.
2. The ——— uniform showed that he had been in the service many months.
3. The ——— orders were obeyed.
4. The ——— sailboat was capsized.
5. In the deep woods there was a ——— den.
6. The ——— nest was built on the ground in a low meadow.
7. The ——— nest was built in the hollow of a tree.

6. Copy the stanza in Exercise 4. Perhaps you can illustrate it and put it with your collection of travel pictures.

10. Using Words Correctly

Test A. Second Form. Eight Common Errors

Copy and complete the answers:

1. Have you my book? No, I ——— your book.

2. Have all of you what you need? No, Ruth — no paper.
3. What did you see in the sky? I — a hawk.
4. Where did it come from? It — from the woods.
5. When did the children do their work? They — it this morning.

Copy the answers, filling blanks with words from the list below Number 8:

6. Where were you and your father Saturday? — and — were at a ball game.
 7. Where did you and your mother go? Mother and — went for a ride.
 8. What are you and your sister going to do next summer? — and — are going for a visit.
- me I him he her she

Test B. First Form. Speaking of One or More

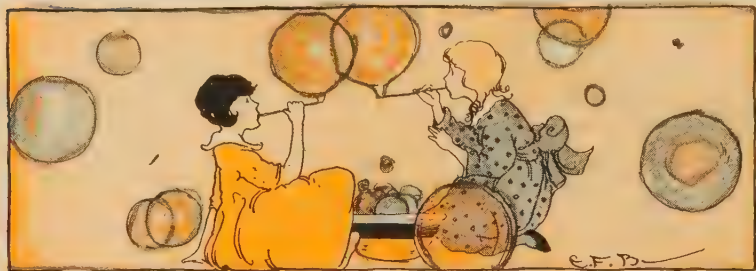
Copy and complete:

1. Mary *is* going away. Mary and her sister — going away.
2. The boy *was* early. The boys — early.
3. *Don't* you like to read? — your sister like to read?
4. *Was* your brother at home? — you at home?
5. *Is* Helen ready to go? — you ready?
6. Please give me *that* pencil. Please put — pencils into the drawer.

If your record on Test A is not perfect, you should again study the exercises on pages 270 to 274 and try the test once more. If it is not perfect on Test B, you should turn to pages 274, 275, 276, and 277, study the exercises, and then repeat the test.

Chapter III — STORIES OF HOME FUN

1. Good Times at Home



[Conversation]

1. After school you often hurry home to carry out some plan, about which the other boys and girls in the class would be glad to hear. Be ready to tell the class in a sentence or two about some of the new ideas for work and play that you have had lately.

2. Tell, if you can, what the children in these stories like to do:

After school I like to play with my pet ——. I gather grass for them and find them other green leaves. I like to watch them wrinkle their noses and nibble the leaves. When they are contented, they lay their ears back. When they are frightened, they stay very still, but you can see by their ears that they are listening intently.

I like to work with ——. I am making a sailboat with two sails. I whittled the hull out of a piece of board and put a mast in it. The boat is nine inches long, and the mast is eight inches

high. When the boat is finished, I shall sail it in the pond near my house.

[Improving a talk]

3. The following story about blowing soap bubbles is too brief to be interesting. Read the story, and then, with an experience of your own in mind, decide how to improve it. What can you say about the size of the bubbles that you try to blow? About the colors that come in them? About what happens to the bubbles after they leave the pipe?

Sometimes on rainy days mother lets us blow soap bubbles. We use soapy water and clay pipes.

4. Find what is wrong with this story:

When my sister and I visit my grandmother, we like to play in the storeroom. We dress up in long skirts and pretend that we are grown up. We take our dolls with us and knock at the sitting room door and grandmother invites us in and asks us to sit down. In the barn they keep a cow, a horse, and some chickens. My grandfather runs a farm. I like to ride in an automobile when I am there.

[Giving a talk]

5. Choose a beginning of your own, or one of these, and tell your class a story of what you like to do:

a. My favorite game is —.

b. After school in winter I have good times playing —.

c. Every afternoon before supper my brothers and the other children in our neighborhood play —.

6. After listening to the stories, tell which speakers gave you ideas that you can carry out at home.

7. Be ready to help the boys and girls who, in telling a story, have not yet learned to keep to one point and to interest the class.

2. Fun Keeping Secrets

I

[Conversation]

1. On birthdays and at Christmas time the air is full of secrets. Presents are hidden in safe places and surprises planned. Tell to whom you sometimes give presents and what safe hiding-places you have found.

2. Find by reading this letter how Dorothy surprised her mother:

Dear Mary,

When Mother saw the birthday cake which you helped me make, she was very much surprised. She exclaimed, "This is a surprise! How nice the cake looks with all the candles on it!" After she had eaten a piece, she said, "It is very good cake too."

Thank you for helping me with it.

With love,
Dorothy

3. What ways have you found of giving your father and mother pleasant surprises? Have you ever put a room in order, or cooked anything? Have you made a fine record in a contest or won a prize? Have you ever given them a present which you made? What have they said to show their surprise?

II

[Writing words that are spoken]

4. Find in the letter on page 174 the exact words spoken by the mother.

5. When the exact words spoken by a person are written, they are enclosed in marks (" ") called **quotation marks**.

6. Where are quotation marks used in the following sentence?

The children shouted, "Good-bye!"

7. Which words in these sentences are spoken by some one? What marks help you to find them?

1. "Come in," called Grandmother.

2. "Merry Christmas!" shouted the children.

3. Helen exclaimed, "Many thanks for the beautiful doll!"

4. Tom said, "I liked my book very much."

8. Notice that the first word of those quoted begins with a capital letter and that a comma usually separates a quotation from the rest of the sentence. Why is there no comma in the second sentence?

9. Study the sentences in Exercise 7; then be ready to write them with your book closed.

III

[Writing a letter]

10. Write your teacher a letter telling her a story of a good time that you have had keeping secrets. To make the letter interesting, try to quote the exact words spoken by some one.



EDNA F. HART HUBON.

3. Feeding Birds**I**

[Conversation]

1. At Christmas, children sometimes prepare a little Christmas tree for the birds and hang on it pieces of meat, suet, and apples. Janie, the little girl in the picture, had a different idea. What was Janie's plan?

2. Look at the picture and then help your class to think out interesting answers to these questions:

What did Janie do in preparing the feast? How did she let Robin Redbreast know that he was invited? When everything was ready, where did Janie hide? What, to her surprise, did she see when she peeped out from behind the curtains?

3. Think of a good beginning for a story about the picture.

[Telling a story]

4. Be ready to tell a story about feeding birds. Choose *a*, *b*, or *c*:

a. Tell a story about Janie and Robin Redbreast.

b. Tell a true story about what you have done for birds.

c. Pretend that you are the little bird in the picture, that there was a snowstorm and you were half-starved. Tell the story of how you hunted for food and how happy you felt when you found a feast spread for you.

5. After listening to the stories, tell which made you interested in the birds and which gave you new ideas.

II

[Writing proper names]

6. For what day did the little girl in the picture plan the party for Robin Redbreast? Name other holidays.

7. Robin Redbreast is a pet name given to a robin. Give other names for pets.

8. Think of names (1) for people; (2) for places; (3) for the days of the week.

9. All names that are given to persons and places, and to days and months are called **proper names**.

Christmas is a proper name given to a holiday.

America is a proper name given to a country.

10. Show that you understand this rule:

All proper names should begin with capitals.

11. Make sure that you can write these proper names:

November December Christmas

12. Write this stanza with your book closed:

Dull November brings the blast,
Then the leaves are whirling past.

Chill December brings the sleet,
Blazing fire and Christmas treat.

Old Rhyme

13. Make a list of all the proper names that you can find on this page and on page 159.

[Writing sacred names]

14. Name some of the Christmas songs that you have learned.

15. What name in this stanza refers to Jesus?

And to-day the whole glad earth
Praises God for that Child's birth
Long ago on Christmas.

16. In copying songs and stories, remember this rule:

All sacred names and all other words referring
to God or Jesus are begun with capital letters.

17. Close your book and write the stanza given in Exercise 15.

4. Choosing Books to Read

I

[Conversation]

1. The picture on page 180 was taken from a favorite story-book. Guess what is happening, and then tell, if you can, from what book the picture came.

2. How do you know that the children are not often dressed to go to a party?

3. What do you think the mother started to do as soon as the invitation came? How did the oldest girl help?

4. How can you tell from the picture that the story about the children is a lively one, full of fun?

5. What other stories about children do you know that are full of fun?



[Giving a talk]

6. The boys and girls in your class will be glad to hear about the books that you like best. Choose *a*, *b*, or *c* and plan a talk for them:

a. Tell what you know about the book from which the picture was taken.

b. Show a book that you think others would like to read. Give its name and tell the class in two or three sentences what the book is about.

c. Prove to your class that a book makes a better present than a toy, and then tell what you think are the best kinds of books to own.

7. As you listen to the talks, decide which of the books mentioned that are new to you, you would like to read.

II

[Writing the title of a book]

8. Notice that the way the title of the book is printed in the following sentence shows just which words belong to the title:

In *The Birds' Christmas Carol* little Carol Bird invited the Ruggles children to dinner.

9. Words printed in italics are underlined in writing. How, then, in copying the sentence in Exercise 8, could you show which words belong to the title of the story?

10. Write on the board a sentence telling about some book that you have read.

11. Read this letter. Find out what books are mentioned.

Dear Grandmother,

Since you ask me what I should like for Christmas, I am sending you the names of some books. I should like to have any one of these: *Doctor Dolittle's Circus*, *Merry Animal Tales*, *Just So Stories*, *Stories of Great Americans for Little Americans*, *Arabian Nights*, and the *Burgess Animal Book*.

With love,
Henry

[Writing a letter]

12. Write to some one who would be interested a letter telling about your favorite book; or, if you wish, you may write a letter, naming some of the books that you would like to have for Christmas.

13. Read your letter to make sure that you have underlined the titles of the books named.

5. Writing Letters of Thanks

I

[Conversation]

1. A friend who gives us a present is usually eager to hear how much we have enjoyed it. For this reason we should thank him promptly and try to show how much pleasure it has given us.

2. Suppose an uncle living at a distance sent you at Christmas time a gift for which you had longed and with which you played all Christmas Day. What could you write in a letter thanking him? Why would you find it easier to write immediately than to wait?

3. What could you say in thanking an aunt for a book, a box of paints, or a pair of skates? What two reasons can you think of for writing promptly?

4. Name another gift and tell what you might write that would show how much pleasure it had given you.

[Writing a group letter]

5. Think of some one who has done your class a favor and plan a letter to him. Perhaps some one has given you a new plant; perhaps the teacher of another class has invited you to her room; or perhaps the principal of the school or the superintendent has secured new books for the class. Such a person will be glad to hear from you.

6. As your teacher writes on the board for you, tell her what to say. After you are satisfied with the letter, choose some one to copy it.

II

[Beginning a new paragraph]

7. Find what this letter is about; then tell why you think Henry's grandmother would be glad to get it.

Dear Grandmother,

When I found *Doctor Dolittle's Circus* with my Christmas presents this morning, I was very happy. I thank you for it ever and ever so much. I am already nearly halfway through the book and I have laughed and laughed at the funny parts.

Father and Mother liked the lamp that you helped John and me to select. They were pleased, too, when we told them that we had earned the money for it ourselves.

With love,
Henry

8. The letter is written in two parts or paragraphs. The first paragraph begins with "When I found" and is three sentences long. The second paragraph begins with "Father and Mother."

9. The first paragraph in Henry's letter expresses his thanks for *Doctor Dolittle's Circus*. What is the subject of the second paragraph?

Remember this rule in writing a letter or a story:

Begin a new paragraph for each new topic.

[Writing a letter]

10. Pretend that some one in your class has given you a present. Write a letter thanking him (or her) for it. In the first paragraph you may express your thanks, telling how much you admire the

gift and how pleased you are to have it. In the second paragraph you may, if you wish, propose a plan for a good time.

6. Addressing an Envelope

1. Notice how these addresses are written:

Miss Mary Spencer
Mendon
Illinois

Master George Sanborn
1622 Nineteenth Street
Richmond
Virginia

2. Write on the board the name and address of the person to whom you wrote a letter in the lesson on page 182. Show how they should be written.

3. Cut slips of paper of the size of an envelope four inches wide and six inches long. Read the directions on page 294; then practice writing the names and addresses given in Exercise 1, and those of friends to whom you sometimes write. Try to make perfect copies.

4. When your teacher is satisfied with the way you space your work, you are to address an envelope in which to send a letter.

7. Sentence Games

[Composing in separate sentences]

1. Use these sets of questions to help you play the QUESTION AND ANSWER game described on page 144.

1. What holiday comes in November? What one comes in December? Which holiday do you like the better and why?

2. What is burned to heat your schoolhouse in winter? Where is it kept? In what is it burned?

3. In preparing for winter, what does a farmer store in bins? What does he store in the loft of his barn? What does he store in the cellar of his house?

4. Where are cattle sometimes kept in winter? What is given them to eat? How often are they watered?

5. Why, after a snowstorm, is it hard for birds to get anything to eat? What will happen if they cannot find anything? What food can you give them?

[Combining ideas]

2) Show that you can do these SENTENCE PUZZLES. You are to combine the parts of each exercise so that they will form one sentence.

1. Snow falls in winter. Hail falls in winter.
W The wind blows.

2. The frost makes pretty pictures on the windowpanes. It makes pictures of trees and ferns.

3. Snowbirds have white breasts. They have gray backs.

4. A dog should be given a comfortable place in which to sleep. It should have two good meals a day.

[Writing interesting sentences]

3. Make sure that you can spell *Thanksgiving*, *Christmas*, *furnace*, *basement*, *cellar*, *apples*, *grain*, *covered*. Next write the stories called for in the QUESTION AND ANSWER game and then the sentences that you made from those in the SENTENCE PUZZLES.

4. Copy these groups of words, making sentences of those that are incomplete. Do not change those that make sense, other than to put a period at the end of each.

1. On a shelf in a cupboard
2. Hidden under the Christmas tree
3. The boys went to church
4. The girls sang a Christmas carol
5. When the ice was hard
6. The new doll which could walk and talk
7. The boys who were eating ice-cream
8. The children played hide-and-seek
9. When the weather is cold
10. Sliding down hill

8. Entertaining the Class

I

[Leading up to a surprise]

Everything in the pictures of the Snow Brigade is comical. The snow men, including the Chinaman, are all queer-looking; the dog is too much interested in the Chinaman's queue, or pigtail, to be aware of the mischief he is doing; and the boys receive a surprise that causes one to beat a hasty retreat and the other to sit down when he does not expect to do so.

Think of names to give the boys and the dog; then see what a funny story you can make up about the pictures. To prepare your listeners for the surprise that comes to the boys, what must you say about the way in which the boys built the snow men? What must you say about the dog? What else must you tell? How can you end the story?



II

[Free review period]

Use a plan of your own or one of the suggestions given here, and be ready to entertain your class.

a. Tell your class of a new way that you have found of having fun in helping at home.

b. Show something that you have made and explain how you made it.

c. Tell the story of the Snow Brigade.

d. Tell a story of something that happened at home that made every one laugh.

e. Show your class a book that you have read. Give its title and tell why you liked the book.

f. Give your class a riddle to guess, or recite a poem.

In telling a story, remember to put in practice what you have learned. Try to interest the class by choosing a topic about which others would like to hear. If there is a surprise at the end, see that the first part of the story leads up to it.

9. Review and Summary

[Pronunciation]

1. Make sure that you know how to pronounce these words; then use them in sentences:

again

Christmas

mischief

heard

interesting

handkerchief

ask

different

favorite

[Use of capitals]

2. Think of the reason for each capital letter:

In their Thanksgiving prayer the children said, "For health and food and love of friends, Father in heaven, we thank thee."

[Writing words that are spoken]

3. Write at least five other sentences like the following one. Show that you understand the rules given below it.

The children waved their hands and said,
"Come again soon."

Use quotation marks to enclose in a sentence the exact words spoken by some one.

Begin with a capital letter the first word quoted.

Use one or more commas to set off from the rest of the sentence the words that are quoted.

4. Copy these sentences, keeping in mind the rules given in Exercise 3.

I shine says the sun.

I ripple says the brook.

I whisper sighs the breeze.

I patter laughs the rain.

We rustle call the trees.

We dance nod the daisies.

I twinkle says the star.

We sing chant the birds.

Adapted

10. Using Words Correctly

Test B. Second Form. Speaking of One or More

Copy and complete the second statement or question in each exercise:

1. You may put *that* book in your desk. Please put — books in the cupboard.

2. The car *was* standing by the road. The cars — standing by the road.

3. The ticket *is* bought. The tickets — bought.

4. *Was* Tom at the game? — you at the game?
5. *Is* Mary ready to go? — you ready to go?
6. *Don't* the boys like to ride? — Dick like to ride?

Test C. First Form. Telling What has Happened

Copy and complete the second sentence in each exercise, using a form of the word printed in the first sentence in italics.

Illustration: The sun *rose*.
The sun has *risen*.

1. The boys *went* to the city. The boys have — to the city.
2. Fred *saw* a battleship. Fred has — a battleship.
3. School *began* at nine o'clock. School has —.
4. I *broke* my pencil. I have — my pencil.
5. Mary's aunt *came* for a visit. Mary's aunt has — for a visit.
6. Helen *did* her work well. Helen has — her work well.
7. The boy *ran* home. The boy has — home.
8. The bell *rang*. The bell has —.
9. The children *sang* a new song. The children have — a new song.
10. The pupils *wrote* letters to the children in another school. The pupils have — letters.

All those failing to make a perfect record on Test B should again turn to the exercises beginning on page 274. Those failing on Test C should use the exercises beginning on page 277. Later they should repeat the tests.

Chapter IV — THE CALENDAR

I. The Four Seasons

[Conversation]

1. There are four seasons in the year, spring, summer, autumn, and winter. Spring is the time of blossoming flowers and nesting birds. What can you say of the other seasons?

2. Tell, if you can, what season is meant in each stanza given here:

The goldenrod is yellow,
The corn is turning brown,
The trees in apple orchards
With fruits are laden down.

JACKSON

Twilight and firelight
Shadows come and go;
Merry chime of sleigh bells
Tinkling through the snow.

ALDRICH

Above the trees the honeybees
Swarm by with buzz and boom,
And in the field and garden
A thousand blossoms bloom.

GILDER

The choir of birds in wood and field
Ring out a happy chime;
The trees their fairest foliage yield
In apple-blossom time.

GOODALE

[Picture-making words]

3. What in the first stanza besides the yellow goldenrod helps you to picture the time of year that is meant? What picture-making words are there in the other stanzas? What words make you think of sounds?

[Memorizing]

4. Choose a stanza that you would like to learn. Make sure that you can read it well; then memorize it.

2. The Winter Months

I

[Conversation]

1. With the winter months come the days of indoor fun, and such winter sports as skating, coasting, and playing in the snow. Be ready to tell what you like best to do.

2. If you wished to make some one else feel how much fun you can have out-of-doors in winter, what could you say?

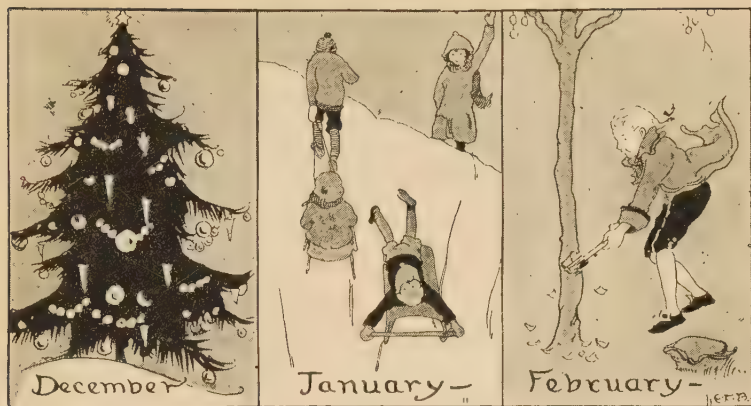
3. What could you say to make him feel how cosy, warm, and pleasant it seems indoors when it is cold and stormy out-of-doors?

[Using picture-making words]

4. Make other statements like these:

On a cold, sunshiny day, when Jack Frost is ready to nip my fingers, I like to keep warm by playing hockey on the ice.

When the wind rattles the windowpanes, and snow is falling, I like to sit by the fire and read.



II

[Conversation]

5. Our new year begins in January, but in olden days the year began in March, and the months were called by numbers. With the help of these paragraphs find out how each of the winter months, December, January, and February, received its present name:

The name December means tenth month. In olden days December was the tenth month of the year. It is now the twelfth and last month.

January was named for Janus, the god with two faces. The statue of Janus was once placed at the gateway of a city. One face looked toward the city; the other looked away. January is at the gateway of the year. It looks back at the old year and forward to the new year.

February comes from a word meaning to make pure and clean. Long ago this was the month used for house cleaning.

6. The winter months are often favorites on ac-

count of the holidays they bring. Name, if you can, the holiday that comes in December, the one that comes in January, and the two famous birthdays that come in February. What other day in February do children celebrate?

[Giving a talk]

7. In order to help your class understand the calendar, plan a talk to give. If you wish, you may choose *a*, *b*, or *c*:

a. Make it clear to your class how each winter month received its name.

b. Give a riddle several sentences long, telling about one of the winter months. Let the class guess which month you have in mind.

c. Give a talk telling about the holidays that come in winter, or tell a lively story about a good time that you have had playing in the snow, skating, or coasting.

8. As you listen to the talks, decide which ones you would like to hear again when you give a program like the one on page 206.

[Written composition]

9. In order to use the talks given in this lesson and in the ones planned on pages 197, 199, and 201, you will need to write them. How can you arrange in each lesson to improve your talks and, before writing them, learn to spell the new words used?

III

[Writing abbreviations for the months]

10. Which of the months below are written out

in full? Which have abbreviations to stand for them?

Jan.	April	July	Oct.
Feb.	May	Aug.	Nov.
March	June	Sept.	Dec.

11. What mark is put at the end of each abbreviation?

12. With your book closed write abbreviations for the months. Keep this rule in mind:

Place a period at the end of each abbreviation.

[Writing dates]

13. Show that you can write these dates in two ways: (1) with abbreviations for the months; (2) without abbreviations.

New Year's Day, January 1
 Christmas, December 25
 Lincoln's Birthday, February 12
 Saint Valentine's Day, February 14
 Washington's Birthday, February 22

14. Write five other dates using abbreviations for the months named.

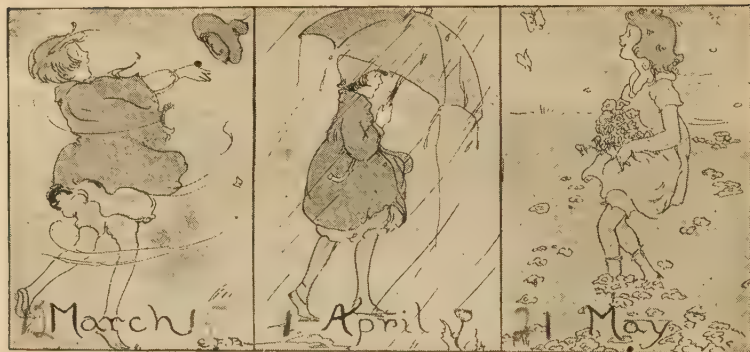
15. Read your papers to make sure that your abbreviations are correctly written.

3. The Spring Months

I

[Conversation]

1. The spring months are days of surprises. Before the winter is over, we find ourselves longing for



the spring, and some morning we wake to find it warm. Another day, when we feel as if spring would never come, we hear a bluebird or find pussy willows. What sounds do you hear from the pond? What else happens?

2. The spring months are very different from one another. Tell, if you can, which of these words describe March. Which describe April? Which belong to May?

rainy
cloudy
changeable

warm
mild
merry

windy
blustering
stormy

3. The names of the spring months fit them well.

March was named for Mars, the god of war. March is stormy and windy. Mars was fond of storms and strife.

April means "to open." In April the frost leaves the ground and the earth opens to receive the warm rain.

May was named for a beautiful goddess called Maia. In May come many flowers. The goddess Maia wore a crown of flowers.

4. In the spring months changes take place in the trees, grass, seeds, cocoons, and in the life of birds and animals. What are some of them?

[Giving a talk]

5. Use one of these suggestions for a talk:

a. Show that the names of the spring months fit them well.

(b) Make your class feel that the spring brings many changes. Use this beginning or one of your own:

During the spring months, Mother Nature has many surprises for us.

c. Entertain your class by telling them a springtime story about a pair of birds building a nest, or one about a hungry bear waking from his long winter sleep. Tell only what could really happen.

[Written composition]

6. Select talks to be used in the program that you are planning on the calendar. Tell how they may be improved; then ask to have them written.

II

[Abbreviations. Days of the week]

7. Study these names and their abbreviations; then close your book and write them:

Monday	Tuesday	Wednesday	Thursday
Mon.	Tues.	Wed.	Thurs.

Friday	Saturday	Sunday
Fri.	Sat.	Sun.

4. The Summer Months

[Conversation]

1. June, the first of the summer months, is the month of roses, and the queen of all the months. It was named for Juno, the queen of the gods.

2. Name the other summer months, and then find how each received its name.

July was named for Julius Cæsar, a great Roman general who conquered many lands and made them subject to Rome. August was named for his nephew, the Emperor Augustus. Because these were great men, both July and August were made long months. Each has thirty-one days in it.

3. To which summer month does each of these times belong?

time of ripening wheat
haying time
midsummer

time of roses
dog days

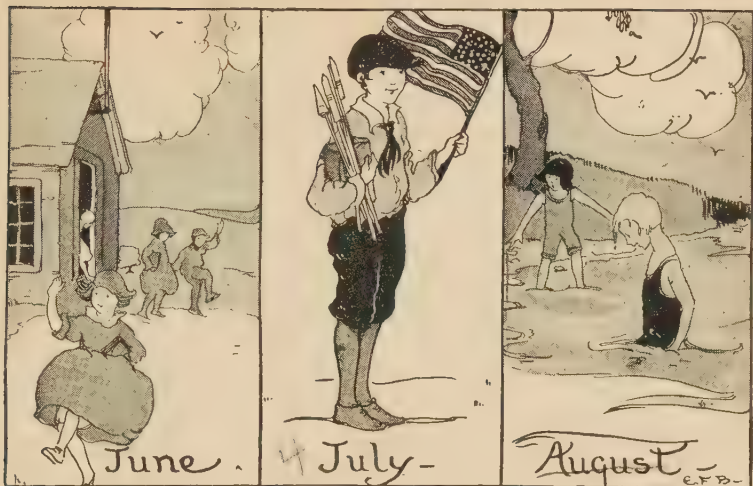
4. Every one welcomes summer for the vacation days it brings. Here are nine ways of having fun in summer. What can you add to the list?

playing ball
running races
climbing trees

fishing
wading
swimming

studying birds
building playhouses
reading stories

5. What could you say in a talk to make your class feel how much fun you can have near the water in summer? What could you say to show what fun you can have in an open field, or in the woods?



[Giving a talk]

6. In planning a talk on the summer months, choose *a*, *b*, or *c*.

.. Tell in your own words how each of the summer months received its name.

b. Give a talk telling why you like summer.

c. Use a topic like one of these and give a talk telling of a good time that you have had: Flying a Kite, Going Fishing, Sailing a Boat, Playing House, Riding in an Automobile.

[Written composition]

7. Listen to the suggestions made by the class after the talks have been given. Try to improve your talk, then write it so that, if it is wanted for the program on the calendar, it will be ready for use.

8. What care will you take to make sure that your paper is correct?

5. The Autumn Months



I

[Conversation]

1. The autumn months have all kept the number names given to them long ago. In the old days September meant the seventh month, October meant the eighth month, and November meant the ninth month. Counting from January, find out where in the year each comes now.

2. If you wished to make the class feel what great changes come in the fall, what could you say about the trees? About the flowers? About the birds? About other wild creatures?

3. Think of other statements like these:

In September the birds gather in flocks and prepare for their long flight south.

After Jack Frost has visited the gardens, the leaves wither and turn brown.

[Giving a talk]

4. Be ready to give a talk on the autumn months. Choose *a*, *b*, or *c*:

a. Show how the names of the autumn months differ from those of most of the other months.

b. Give a riddle about one of the autumn months or about one of the holidays that comes in the fall.

c. Give a talk that will make the class feel how great the changes are that come in the fall; or make up a story about a squirrel or some other animal preparing for winter.

[Written composition]

5. Ask to have the talks written that you would like to use when you give your program (see page 206), but first tell how they may be improved.

II

[Writing dates]

6. Learn how to write each of these dates in two ways:

September 6, 1927

November 11, 1934

Sept. 6, 1927

Nov. 11, 1934

October 12, 1928

January 1, 1930

Oct. 12, 1928

Jan. 1, 1930

7. As you copy these dates, use abbreviations for the names of the months and fill the blanks with the numbers of the present year.

December 25, 19—

August 28, 19—

January 1, 19—

September 4, 19—

February 22, 19—

October 12, 19—

8. Write ten other dates, using abbreviations.

6. Sentence Games

[Composing in separate sentences]

1. QUESTION AND ANSWER GAME. Try to make a story from the answers to each set of questions:

1. How many months are there in the year?
With which month does the new year begin?
With which month does the old year end?

2. How many seasons are there in the year?
How many months are there in each season?

3. What two great birthdays come in February?
Which comes on the twelfth? Which comes on the twenty-second?

4. What two summer months were named for famous Romans? What two months were named for gods? What two spring months were named for goddesses?

5. Which is the shortest month in the year?
How many days does it usually have? How many days does it have in leap year?

[Combining ideas]

2. SENTENCE PUZZLES. Show that you can combine the parts of each exercise in one sentence.

1. Wild geese fly north in the spring. Wild ducks fly north too. Both fly south in the fall.

2. In April the trees leave out. In April the grass grows green. In April early spring flowers blossom.

3. In summer bees gather honey from clover. They gather it from other blossoms too.

4. On a hot day it is fun to go in wading. It is fun to play in the sand.

5. Playing marbles is a favorite spring game for boys. Spinning tops is another favorite spring game.

[Writing interesting sentences]

3. Make sure that you can spell *January, February, March, April, May, June, July, August, September, October, November, December.*

4. Write the stories called for in the QUESTION AND ANSWER game; then write the sentences that you made from those in the SENTENCE PUZZLES.

5. Copy these groups of words. Make sentences of those that do not already make complete sense:

1. When the weather was cold
2. The fields were covered with snow
3. On a starlight night in winter
4. Chickadees hopped about in the snow
5. The water was frozen
6. The boys who were skating
7. The frogs which lived in the pond
8. The children found pussy willows
9. The bluebird is the first bird to arrive in the spring

7. Pictures in Verse

1. These stanzas were written by pupils in a school. What time of year do they suggest?

Upon the hills, upon the plains,
Among the leaves, among the grass,
In clusters green, with heart-shaped leaves
Peeps the sky-blue violet.

EVELYN

Though violets are like the sky,
They are like the lilac too,
And like a baby's eye,
So sweet and blue.

ALICE

The river flows,
 The bright birds sing,
 And flowers gay
 Welcome the spring.

ROBERT

2. Tell what Evelyn was trying to picture. What about the violet was Alice trying to show? What did Robert put into his picture of spring?

3. In Alice's stanza *sky* rhymes with *eye*, and *too* rhymes with *blue*. Which is the better rhyme?

4. Which words at the end of the lines in Robert's stanza rhyme?

5. In Evelyn's stanza there are no rhymes, but the verse has a musical sound. Listen as your teacher reads the stanza to you.

6. Think of other words that rhyme with each two:

bee	song	care	blowing	spring
tree	strong	fair	snowing	sing

7. Complete:

In the snowing and the blowing,
 Little flowers begin their —.

Snow, snow, everywhere
 On the ground and in the —;
 In the fields and in the lane,
 On the roof and window- —.

Good-bye, merry bird and bee.
 Take this tiny song
 For the ones you sang to —,
 All the summer —.

Two little birds one autumn day
Sat on a tree together.
They fluttered about from bough to bough
And talked about the —.

8. With the help of your classmates change this stanza to one beginning: *And when the summer is over.*

And when the winter is over,
The boughs will get new leaves,
The quail come back to the clover,
And the swallow back to the eaves.

CARY

9. Each line of verse, as you already know, should begin with a capital letter. Notice the rhymes and then tell which lines are set in, or indented.

10. Try to make a stanza about June that sounds like the first one on page 191. If you wish, you may begin with *The buttercup is yellow.* Make sure that your lines are descriptive of June and have a musical sound. Do not feel troubled if you cannot make them rhyme.

8. Entertaining Another Class

I

[Planning a program]

Think of another class that would enjoy hearing the talks that you have prepared on the calendar and the verses that you have made up or learned. With the help of the program on page 206 plan one of your own.

If you decide to have the fourth number in your program, you may hold a story-telling contest.

Have different boys and girls tell this story about the snow man. Choose the one who can make the story sound the funniest and ask him to give it at the entertainment.

THE SNOW MAN

When the sun got up one morning in winter, he found a snow man staring at him rudely.

"Don't stare at me. If you do, you'll melt," said the sun.

"Indeed!" replied the snow man. "A cat may look at a king. I'll look at you if I like." And he stared harder than ever.

Soon he felt the top of his head softening. "I feel very queer," he said to himself. But he did not stop staring. "Ugh!" he shivered, "water is running down my back. My nose is going. My toes are going. I'm going."

And he went.

KEYES

PROGRAM. THE CALENDAR

Singing

How the Winter Months Received their Names

Stories of Winter Fun

The Snow Man

The Names of the Spring Months

Stories and Verses about the Spring

The Names of the Summer Months

Stories of the Summer

The Names of the Fall Months

Stories of the Fall

Riddles about the Months

Singing

Father Time and the Months ¹

¹ See Teachers' Manual. °

II

[Writing an invitation]

After your plans are complete, send an invitation to the boys and girls whom you wish to have hear your program. You may use this note to help you in deciding what you would like to say.

January 25, 1927

Dear Boys and Girls,

We have planned a program telling about the calendar. Will you come to hear it Friday afternoon, January 30, at three o'clock? We should like to have you.

The Fourth Grade

9. Review and Summary

[Pronunciation]

1. Show that you can pronounce these words correctly:

haven't you	picture	February
couldn't you	nature	Tuesday
shouldn't you	figure	Saturday
wouldn't you	furniture	yesterday

2. Review the words in the lists on pages 149, 169, and 188. Try to make a perfect record in pronouncing them.

[The use of capitals]

3. Explain the use of capitals:

The opening of spring is the birds' New Year. The crow is the first to announce it. At the time of its arrival, he calls, "Caw, caw! The spring has come!"

[Punctuation]

4. Write in two ways other dates like these.
Where are commas used? Where are periods used?

January 1, 1930
Jan. 1, 1930

February 12, 1809
Feb. 12, 1809

5. Make sure that you understand these rules.
Add two others about writing dates.

RULES OF PUNCTUATION

Place a period at the end of a statement.

Place a question mark at the end of a question.

Place an exclamation point after an exclamation.

Use quotation marks to enclose the exact words spoken by some one.

Use one or more commas to set off from the rest of the sentence the words that are quoted.

6. With the help of the rules explain the marks of punctuation in these sentences; then be ready to write the sentences with your book closed.

“Don’t stare at me or you will melt,” said the sun to the snow man.

“Indeed!” replied the snow man. “A cat may look at a king.”

7. Write at least eight other sentences like those in Exercise 6. Include in each words that are spoken by some one.

10. Using Words Correctly. Review for the First Half Year

Test A. Third Form. Eight Common Errors

Copy the answers to the following questions,

filling blanks with words from the list below Number 3:

1. Where were you and your father? My father and — were in the country.
2. What did you and your brother do? — and — went snowshoeing.
3. When did you and your sister go? — and — went in the morning.

I me he him she her

Copy and complete the answers, using words that make sense:

4. Where did you do your studying? I — it at school.
5. What did you see after the storm? I — some snowbirds.
6. Where did they come from? They — from the pine trees.
7. Has every one what he needs? No, Tom — no ink.
8. Have you Helen's book? No, I — her book.

Test B. Third Form. Speaking of One or More

Copy and complete:

1. A winter day *is* short. Winter days — short.
2. A dark cloud *was* overhead. Dark clouds — overhead.
3. *Was* your father caught out in the storm? — you caught out in the storm?
4. *Don't* your brothers like winter? — your brother like winter?
5. *Is* Mary going away? — you going away?
6. Place *that* paper on the table. Place — papers in the desk.

Test C. Second Form. Telling What has Happened

Copy the second sentence in each exercise, using a form of the word printed in the first sentence in italics:

Illustration: The man *blew* the whistle.

The man has *blown* the whistle.

1. The sun *began* to set. The sun has — to set.

2. The church bell *rang*. The church bell has —.

3. The choir *sang* a hymn. The choir has — a hymn.

4. The men *went* to work. The men have — to work.

5. My pony *ran* away. My pony has — away.

6. The pony *broke* his halter. He has — his halter.

7. Fred *came* home early. Fred has — home.

8. Mary *did* her work. Mary has — her work.

9. Tom *wrote* a letter. Tom has — a letter.

10. We *saw* the north star. We have — the north star.

A CONTEST. Divide your class into two sections and hold a contest. As your teacher calls for the exercises in Tests A, B, and C, be ready to answer in turn; first a player on one side answering and then a player on the other side. Keep the record of the mistakes made. See which side has the fewer.

Chapter V — OTHER CHILDREN

1. Across the Atlantic Ocean

[Making plans]

If you were to cross the Atlantic Ocean, you would find boys and girls speaking many different languages and wearing clothes that are different from the kind that you wear. In other ways these children are much like you. They love their fathers and mothers, and brothers and sisters. They work hard at school and help at home. They like to play lively games, to laugh at jokes, to dance, and to sing.

In what countries are you interested? Why? What facts can you tell about the children in these countries and the way they live?

To help your class learn new facts about children who live in other countries, try to find pictures to show. Look in geographies, in readers, and in magazines like the *Junior Red Cross Magazine*, and the *National Geographic Magazine*.

2. Dutch Children at Play

[Conversation]

1. You have often heard of the children who live across the ocean in the low, flat country called Holland. Tell some of the things that you know about the country and then be ready to answer these questions:

What has been built in Holland to keep the sea from flooding the country?

What extends from one part of the country to another so that people can travel in boats?

Why is it possible for the Dutch people to raise cows and make cheese to ship to other countries?

What flowers are raised in Holland?



2. Dutch children have blue eyes and light hair. The children are kept very clean and neat, but they look a little strange to us. What seems odd about the clothes of the little girls in the picture? What is odd about the clothes worn by the boys?

3. Find what the children do for good times:

The children in Holland have fun playing near the canals. In summer they fish or use their wooden shoes for boats, or they play with toy windmills. In winter all of the children, rich and poor, big and little, go skating. The boys and girls cut great circles on the ice, run races, and play games.

4. Show the pictures of Holland that you have found and tell your class about them.

[Making a story clear]

5. If you wished to make it clear that Dutch children look chubby but queer in their odd clothes, what could you say about the little girls? What could you say about the boys?

6. How can you improve this story by telling more about the way the children are dressed?

Dutch children look odd. The girls keep their hair neatly braided and wear little caps. The boys have their hair clipped straight around their heads in line with their ears.

[Group story]

7. Plan a story in three parts telling about two children in Holland. You might call them Peter and Gretchen, or Karl and Katrinka. In the first

part tell about the country in which the children live, in the second part tell how odd the children look, and in the third part tell a story of the good times that they have. Take time to think out each part carefully; then, as your teacher writes on the board for you, dictate the story. If you do not have time to finish it in one day, go on with it the next.

[Written composition]

8. Make sure that you can write *Holland*, *Dutch*, *canal*, and other words used in the story. Divide the class so that some of you can write the first part; others, the second part; and still others, the third part. Erase the story.

9. After you have written your part, go over it to see that it contains no errors and then give it to your teacher. Ask her to save some of the best papers to send in a packet to some one who is absent (see Exercise 8, page 217).

3. Among the Alps

I

[Conversation]

1. If you were to travel south from Holland, you would come to an inland country in which there are many snow-capped mountains. This land is called Switzerland.

The children who live there look out into narrow valleys where cattle feed, and upon high mountain pastures. They hear waterfalls roar as the streams rush down the mountain side and they feel the cold



wind that blows from the ice fields. Tell something else that you know about Switzerland.

2. Answer, if you can:

Why are stones sometimes put on the roofs of homes in Switzerland?

How is it possible for some children to go to school in winter by sliding down hill?

Why does the sun set early in the afternoon?

Why at sunset do the mountain tops have a rosy glow?

Why are goats kept in Switzerland?

3. If you wished to show how different Switzerland is from Holland, what should you say about it?

4. This story will tell you how the children in Switzerland spend their time.

In summer the children in Switzerland look after the cattle and goats and help to harvest hay for winter feed, or they play among the rocks and gather beautiful flowers growing near the ice fields.

In winter the children spend most of the day from sunrise to sunset at school. During the long evenings, the boys help their fathers carve bears and other toys out of wood, and the girls make beautiful lace and embroidery. On holidays every one coasts down the mountain slopes or goes skiing.

5. If you were to pretend that you were a Swiss boy or girl, what could you say about yourself?

[Telling enough to make a point clear]

6. Plan a talk to give to your class. Choose *a*, *b*, *c*, or *d* and think out a connected story:

a. Make the story in Exercise 4 clear by telling it in your own words.

b. Pretend that you are a Swiss boy or girl and tell a story about your home and the scene that you look upon. If you wish, you may use this beginning:

I live among the mountains in Switzerland.

c. Tell why you would like to visit Holland or Switzerland.

d. Show a picture of Switzerland and tell how different the country is from Holland.

In giving your talk, try to tell enough to make your point clear.

[Written composition]

7. Improve your story and then write it. Make it good enough to be sent to some one who is absent.

II

[Writing a letter]

8. Plan a letter like this one to send with the stories, and ask some one in the class to write it.

Dear Tom,

We are learning about children in other lands. Here are some stories which we have written for you about the children in Holland and in Switzerland. We hope you will like them.

We are all sorry that you are ill and have to miss school. When you come back, we shall have much to tell you.

The Fourth Grade

III

[Abbreviations in addresses]

9. Write on the blackboard the name and address of the boy or girl to whom you are planning to send stories.

10. Notice this address. What letters stand for avenue? What letters stand for Illinois?

Master Arthur Burton
205 Forest Ave.
Chicago, Ill.

11. Learn the following abbreviations if you do not already know them:

Mister	= Mr.	Street	= St.
Mistress [*]	= Mrs.	Avenue	= Ave. or Av.
Doctor	= Dr.	Road	= Rd.

* When abbreviated in this way *mistress* is pronounced *misses*.

12. Point out the initials in these addresses:

Dr. I. C. Nichols
140 Third Ave.
Minneapolis
Minn.

Mrs. R. M. Parker
211 West St.
Detroit
Mich.

13. Remember this rule:

Write initials with capital letters and place a period after each.

14. Write on the board the names and addresses of different boys and girls in your class. Write also the names and addresses of people to whom you sometimes send letters.

15. Write on slips of paper at least five names and addresses like those in Exercise 12. Prove that you can write them correctly.

16. Choose some one to address the envelope that is to contain your note (see Exercise 8).

4. Sentence Games

[Composing in separate sentences]

1. Be ready to play the QUESTION AND ANSWER game with these sets of questions (see page 144).

1. What ocean is crossed in going from America to Holland? How long does the voyage take?

2. How is Holland protected from the sea? What waterways cross the country?

3. In what country in Europe are there snow-capped mountains? What are the mountains called?

4. What are people who live in Italy called? What is the color of their eyes?

5. What language is spoken in England? Where else is this language spoken?

6. What country that you know about across the ocean is flat? Which one has mountains in it? Which should you rather visit?

[Combining ideas]

2. Try to combine the parts of each exercise in one sentence, using as few words as possible:

1. Fast ships cross the Atlantic. It takes them five days.

2. Dutch children have blue eyes. They have light hair.

3. Italians have dark eyes. They have dark hair.

4. The Alps keep off the cold wind from Italy. The cold winds come from the north.

5. The mountain tops in Switzerland are covered with snow in the winter. They are covered with snow in the summer.

[Writing interesting sentences]

3. Make sure that you can spell *Atlantic*, *England*, *English*, *America*, *Americans*, *language*, *mountains*, *canals*, *dikes*, *ocean*; then write the sentences called for in the QUESTION AND ANSWER game and in the SENTENCE PUZZLES.

4. Copy these groups of words, making sentences of those that do not already make complete sense by themselves. Do not change the others.

1. In Switzerland the children

2. French children work hard at school

3. The children who live in England

4. On the other side of the world in Japan

5. *Hansel and Gretel* is a German fairy tale

6. Clumsy wooden shoes filled with straw

7. The girl with rosy cheeks and blue eyes

5. Entertaining the Class

I

[Conversation]

Many of the stories told to American children are stories that have been brought from other lands. Some of the fairy tales that you have heard, such as *Cinderella* and *Red Riding Hood*, are English fairy tales; others are Danish, German, French, or Russian. What famous story have you heard about a boy hero in Holland? What story have you heard about a Swiss patriot?

The great hero of England is King Alfred. Try to find out in reading this paragraph once just why English people admire him.

A GREAT AND WISE RULER

Over a thousand years ago there lived in England a wise and good king named Alfred. This king defeated armies of fierce men who were trying to conquer his country. He made wise laws for his people and started schools. He showed people how to lead good, useful lives by being himself thoughtful, industrious, and kind. So fine a king he was, and so dearly beloved that he has been given a title no other English king has ever had. He is called Alfred *the Great*.

[Dramatization]

At one time while Alfred was in hiding from the fierce Danes who tried to conquer the country, he is supposed to have sought shelter in a peasant's cottage. This is the story told. Read it and then tell how you might act it:

THE KING IN A PEASANT'S COTTAGE

Once, when very hungry, King Alfred went into the house of a cowherd and asked for something to eat. The cowherd's wife, who was baking cakes, said she would give him some when they were done.

"Watch the cakes and do not let them burn, while I go across the field to look after the cows," said the woman, as she hurried away. Alfred took his seat in the chimney corner to do as he was told. But soon his thoughts turned to his troubles and he forgot about the cakes.



When the woman came back, she cried out with vexation, for the cakes were burned and spoiled.

"What have you done with my cakes?" she cried. "Every one of them is burnt. You'd have been glad enough to eat them."

Alfred smiled, begged her pardon, and told her that he was sorry. The woman, little thinking that the careless servant was her king, drove him from the house.

Adapted from *Short Stories from English History*. BLAISDELL.

II

[Free review period]

With the help of these suggestions plan a story hour. Choose what you would like to do and then compare your choice with the selections made by other children. Try to make yours different.

a. Show a picture new to your class of a foreign country. Explain the picture to them.

b. Pretend that you live in a foreign country. Write a letter to your classmates telling about the country. Read the letter.

c. Make paper dolls showing how children in Holland dress. Show the dolls and explain the costumes.

d. Give a riddle for your class to guess.

e. Tell a story that children in another country like.

f. Sing a foreign song.

g. Show your class something that was brought from a foreign country. Tell them about it.

h. Help some one to act the story of King Alfred and the cakes.

In planning your talks, be sure to keep to one point and to tell enough to make your story interesting.

6. Review and Practice

[Pronunciation]

1. Make sure that you can pronounce these words correctly:

Italian
geography
magazine

children
Switzerland
language

initials
abbreviations
addresses

[Abbreviations in an address]

2. Point out the abbreviations in these addresses and tell, if you can, for what each stands:

Junior Red Cross Magazine, Washington, D.C.
 Little Folks Magazine, Salem, Mass.
 Boy's Life, 200 Fifth Ave., New York, N.Y.
 Dr. Robert Williams, 141 State St., Chicago, Ill.

3. Write the names and addresses in Exercise 2 as they should appear on envelopes. You may omit the commas.

[Writing a letter]

4. Pretend that the letter on page 217 was written to you. Write a note thanking the class for the stories. Show on a slip of paper how you would address the envelope to go with the letter.

7. Using Words Correctly

Test C. Third Form. Telling What has Happened

Copy the second sentence in each exercise, using a form of the word printed in italics in the first sentence:

Illustration: The boy *drew* a map.
 The boy has *drawn* a map.

1. Father *came* home. Father has ——— home.
2. Mary *did* her work. Mary has ——— her work.
3. The boys *went* south. The boys have ——— south.
4. The boys *saw* a crocodile. The boys have ——— a crocodile.
5. The horse *broke* his halter. The horse has ——— his halter.

6. The girls *have run* a race. The girls — a race.
7. The fire bell *has rung*. The fire bell —.
8. School *has begun*. School — at nine o'clock.
9. The children *have sung*. The children —.
10. The class *wrote* a letter. The class has — a letter.

Test D. First Form. Giving Words their Right Meaning

Copy and complete, using *learned* or *taught*:

1. Dick knows how to use a typewriter. His brother — him.
2. Betty's grandmother — her how to knit.
3. Henry has — to play a violin. His uncle — him.

Use *well* or *good* in filling these blanks:

4. Robert draws maps —.
5. Margaret is a — artist. She paints —.

Use *may* or *can* in completing these questions:

6. — you see the eagle in the sky?
7. — I go home with you, please?
8. — Tom and I play with you, please?

Use *two*, *to*, or *too*, in these blanks.

9. John earned — dollars. *five*
10. The work was — hard for Helen.
11. Mary went — the store.
12. I like ice-cream. I like cake —.

If your record on Test C is not perfect, you are again to use the exercises beginning on page 277 to help you. If it is not perfect on Test D, you are to turn to page 280. After you have studied the exercises, you should repeat the tests.

Chapter VI — FABLES AND OTHER STORIES

1. The Indian and his War Paint

I

[Conversation]

1. You have often read stories in which animals talk. These stories that teach people how to be wise are called fables. Do you remember the one about the fox and the grapes? What others do you recall?

2. Read these two fables, and then think of a good ending for the second one:

THE ANT AND THE GRASSHOPPER

One summer day an ant was busy, storing food for winter. He was working hard, for he knew that days were coming when food would be scarce.

An idle grasshopper saw the ant at work. He laughed at the ant as he said, "Why not enjoy yourself this pleasant summer day? Why do you work when there is no need?"

The ant replied, "That is just why I am working. I work in summer to be ready for winter."

THE INDIAN AND HIS WAR PAINT

An Indian chief was mixing war paint in time of peace. "Why do you mix war paint now?" asked a young warrior. "There is no war."

[Making a fable interesting]

3. To make a fable interesting, you must choose

the ending that makes the point clear. Notice, too, that conversation helps to make a story lively.

[Group story]

4. With the help of the class plan a fable like *The Ant and the Grasshopper*. You may tell, if you wish, about a boy's getting his lessons on Saturday morning before going out to play. What might another boy say to him? What might be his reply?

5. Have different ones in the class tell the story.

6. Think of other titles like these for a fable:

The Man and his Woodpile
 The Farmer and the Tramp
 The Mother and her Mending
 The Bee and the Butterfly
 The Squirrel and the Rabbit
 The Beaver and the Fox

7. With the help of these suggestions plan a story:

a. Tell the complete story of *The Indian and his War Paint*.

b. Use one of the titles in Exercise 6 and tell a story.

c. Use a title of your own and tell a story.

8. If, as you listen to a story, you can think of a way to improve it, you are later to tell about it.

II

[Using other words in place of *said*]

9. In repeating a conversation, try not to use the word *said* too many times. Here are some of the words that may be used in place of it.

asked	answered	called	shouted
inquired	replied	boasted	whispered

10. Think of different words that might be used in the blank in each sentence:

1. "Why do you work so hard?" — the lazy man.

2. "I am getting ready for the future," — the busy worker.

3. When John saw that Tom was in danger, he —, "Look out!"

4. To prevent Helen from speaking too soon, Ruth —, "Wait a minute."

5. "What work is there to do?" — the man.

11. Name the words in Exercise 10 that are enclosed in quotation marks.

[Written exercise]

12. Write each sentence in Exercise 10 as many times as you can do so without repeating the word used to fill the blank.

2. The First Water Lily

I

[Learning to study]

1. The American Indians have many interesting stories to tell about birds, flowers, and other things in nature. This one is about a star.

THE STAR MAIDEN

Taking the shape of a bright maiden, a star once entered the dreams of a young Indian brave.

"Young brave," said the maiden, "I am a star that has left the sky to live in your land. Lovely are the things of earth! Lovely are its

flowers! its birds! its rivers! its lakes! But more lovely are its children. Tell me where I should dwell to be best beloved by the children."

The young brave bade her seek a dwelling-place on the tops of the giant trees or in the hearts of the flowers. So would the children love her.

At first the star crept into the heart of the white rose of the mountain, but she was hidden in a lonely spot so that the children never saw her.

Then she went to the prairie to live in the blades of grass. But she feared the trampling hoofs of the buffalo.

Next she sought the rocky cliff to lie in the moss. But the children could not climb so high.



Then the star said, "I will live on the surface of the lake, for there, all the warm summer day, the children paddle their canoes."

The next morning, when the children rose and ran down to the shore, they saw hundreds and hundreds of white water lilies, like fairy cups, floating in the water. In the heart of each, the bright star dwelt.

Chippewa Legend

2. Take turns with your class in telling one thing that happened in the story.

3. Read through the story a second time and be ready with a plan that you can use in telling the story in relays with three children taking part.

[Group story]

4. Try to help your class make up a story like the *Star Maiden*. Use a title like one of these:

How a Fairy was Changed to a Violet
How a Butterfly Became a Sweet Pea
How a Fairy Princess Became a Wild Rose

5. In telling a story about a fairy princess who became a wild rose, what reason could you give for her leaving fairyland? What color should you have the dress she wore? How could you show that she was beautiful? Why would you have her choose to be a rose? What other flowers could you have her see? What reasons could you have her give for not choosing to be the different ones?

6. After you have chosen your title, plan your story carefully. Perhaps you can add to its interest by having the characters talk.

7. As your teacher writes on the board, tell her the story sentence by sentence; then ask to have the story left on the board so that later you can read it over and try to improve it.

II

[Setting off words in a sentence]

8. Notice that the word *no* when it is an answer to a question may be left out of a sentence without changing the meaning of the sentence.

“No, I cannot be a rose on the cliff,” answered the maiden.

9. Words like *yes*, *no*, *oh*, *please*, *thank you* and the name of the person spoken to can often be left out of a sentence without changing its meaning. When used in this way, they are set off by commas.

10. Tell where commas belong:

1. “No I cannot marry you,” said Beauty to the Beast.

2. “Yes come in,” called the Wolf to Little Red Riding Hood.

3. From the witch’s house a voice answered, “No you are not wanted here. Go away please.”

11. Find in this sentence what the Star Maiden called the Indian. How is the name set off from the rest of the sentence?

The Star Maiden said, “Young brave, I am a star that has left the sky.”

12. Find in each sentence on page 231 the person or thing called by name:

1. Grand-daddy-longlegs, where are your cows?
2. Little Boy Blue, come blow your horn.
3. "Beauty, will you marry me?" asked the Beast.
4. No, Beast," said Beauty.

13. Tell where commas should be used to set off the names of persons spoken to, or addressed:

1. "Cinderella where is your glass slipper?" asked the prince.
2. "Grandmother what makes your eyes so big?" asked Little Red Riding Hood.
3. "Where have you been Peter Rabbit?" asked his mother.
4. "You Hansel must stay in the cage," said the old witch.
5. "Gretel you are to help me in the kitchen."

14. Make a request of some one in your room. Write the request on the board, addressing him or her by name.

[Written exercise]

15. Copy the sentences in Exercises 9 and 12, putting in commas where they are needed.

16. Practice writing the sentences from your group story that contain conversation. Make sure that you can punctuate each correctly.

[Written composition]

17. After you have erased the group story, you may do one of two things. You may write a fairy story of your own to read during the story hour planned on page 229, or you may write the group story.

3. Entertaining the Class

I

[Learning to study]

Because this story is an exciting one, it teaches a lesson that no one can forget. It also makes a good play. Read the story to find out what happens on each of the three days named.

THE BOY AND THE WOLF

A shepherd boy watched a flock of sheep near a village at the edge of a forest. He was told that, if wolves should come out of the forest to attack the sheep, he should call loudly for assistance.

One day, thinking he would play a trick upon the villagers, he shouted, "Wolf, wolf!" At once several men rushed out, armed with clubs and axes. But they found no wolf, and were only laughed at by the shepherd boy for their pains. They went back to the village much annoyed at the boy's foolish trick.

The next day the boy, thinking to have more sport, again called, "Wolf, wolf!" This time only a few men came out, and, when they saw that they had again been deceived, they declared angrily that they would never again be tricked in that way.

The following day the wolf really did come, and the boy shouted, "Wolf, wolf!" in earnest. But the villagers believed that the boy was at his old tricks, and nobody went to his assistance. The wolf killed many of the sheep, and the shepherd boy had to run for his life. In this way the boy learned to his sorrow that liars are not believed even when they tell the truth.

[Dramatization]

The following scene shows what happened in the

first part of the story. Choose classmates to take the different characters and to read the scene.

THE BOY AND THE WOLF — PART I

SHEPHERD BOY [*who is watching his sheep*]. I am tired of watching sheep! I will play a joke on some one! I will play a joke on every one!

[*He calls in a loud voice*]

Wolf! Wolf!! Wolf!!!

[*Enter the villagers with clubs.*]

MASTER. Where is the wolf?

BOY. Ha, ha, ha! There is no wolf!

PASTOR. I do not like to leave my church!

MERCHANT. I do not like to leave my store!

BAKER. I do not like to leave my dough!

BUTCHER. I do not like to leave my ox!

BOY. Ha, ha, ha! There is no wolf! Ha, ha, ha!

MASTER. You must not play that joke again! Do you hear? You must never play that joke again.

AUGUSTA STEVENSON

In the second scene the master was even more severe in scolding the boy. What will you have him say in this scene? What will you have the others say to show that they are angry with the boy and will never again be tricked by him?

Plan the third scene. How can you show that the boy was chased by the wolf and had to run for his life?

Be ready to play the three scenes in the story.

II

[Free review period]

Use the list on page 234 to help you find a way to entertain your class:

a. Draw a picture illustrating a fable such as *The Crow and the Pitcher*, *The Fox and the Grapes*, *The Boys and the Frogs*. Show the picture and tell your class the story that goes with it.

b. Tell one of the stories given on pages 225, 227, or 232.

c. Read a fable or fairy story of your own.

d. Tell the story of an interesting experience that you have had lately.

e. Show a book that you have been reading. Tell your class about it.

f. Help others to act *The Boy and the Wolf*.

g. Help members of your class to give *The Birds' Conference*.¹

If you tell a story, try to choose an ending for it that will help to make the point clear.

4. Review and Summary

[Pronunciation]

1. Make sure that you can pronounce these words correctly as you use them in sentences:

can't you	wish	watched
won't you	across	laughed
don't you	often	brand new

[Contractions]

2. The word *can't* is a shortened form, or **contraction**, of *cannot*. Of what words is *don't* a contraction?

3. Write the words for which each of these contractions stands:

couldn't	I'll	you're
wouldn't	I've	you've

¹ See the Teachers' Manual.

4. Write contractions for:

is not
does not

you will
it is

I have
we have

[Punctuating a conversation]

5. Think of a rule for each comma:

"What shall I bring you, Beauty?" asked the merchant.

"Why! Since you ask me, dear Father, I should like to have you bring me a rose."

"No, I cannot go now," said Beauty's sister.

6. Decide what marks of punctuation belong in these sentences; then copy the sentences, putting in those that are needed:

1. Hide in the oven Jack said the giant's wife
2. Wife where is my pet hen asked the giant
3. Do not cry Mother said Jack Bring me the hatchet
4. Oh what shall I do cried Dick
5. Come in Mr. Whittington said the merchant
6. No I will not take a penny from you was his reply
7. To Mistress Alice Dick said Madam whenever you please to make choice of a husband, I will give you the greatest fortune in the world

5. Using Words Correctly

Test D. Second Form. Giving Words their Right Meaning

Copy and complete, using *to*, *two*, or *too*:

1. Fred carried — baskets.
2. He went — visit his grandmother.
3. He saw his uncle. He saw his cousin —.
4. Fred thought his visit was — short.

Use *learned* or *taught* in each blank:

5. Ruth has learned how to sew. Her mother — her.
6. John's father — him how to set up his radio.
7. Helen has — to cook. Her aunt — her.

Use *well* or *good* in each blank:

8. Mary is a — writer. She writes —.
9. Tom skates —.

Use *may* or *can* in completing each question:

10. — I borrow your book, please?
11. — I use your telephone?
12. — you keep a secret?

Test E. First Form. Speaking of Persons

Copy and complete each answer, using one of the words given in the list below the questions:

1. To whom was the candy given? It was given to Tom and —.
2. Where are you and your cousin going? My cousin and — are going to the concert.
3. Did your aunt take only Tom with her? No, she took Mary and —.
4. Was it Dick who won the race? Yes, it was —.
5. Was it Mary who spoke? No, it was not —.
6. Was it the boys who broke the fence? No, it was not —.

I me he him she her they them

If your record on the tests is not perfect, you are to turn to pages 280 and 284 and use the exercises given there. Afterwards you are to try the tests again.

Chapter VII—TAMING ANIMALS

I. Pets on a Farm



[Conversation]

I. This colt does not seem to mind being held by

a boy; but just the same she has her hind legs ready for a good kick. If the colt were yours, how would you try to tame her?

[Learning to study]

2. Read this story to find out what her owner did:

RALPH AND HIS COLT

One morning last spring Ralph went to the barn where he found a little mouse-colored colt that was not yet a day old. The colt was so shy that she hid behind her mother, a gray mare named Bessie.

When the colt was six weeks old, her mother died, so that the colt had to be raised on a bottle. Ralph was given the task of feeding her. When he fed her, he was very gentle with her. He talked to her, patted her, and was careful not to frighten her by making quick motions.

As the colt grew older, she became very tame. She would walk up to Ralph and lay her head on his shoulders or lick his hands. When he had sugar or corn in his pocket, she would put her nose in to find it. If she was shut up in the barn and Ralph called to her, she would whinny. She let him teach her how to "shake hands" and do many other tricks.

3. Tell one thing that you found out in reading the story. Let your classmates tell other things.

[Using a plan in telling a story]

4. If you were to tell the story of Ralph and his colt, you might say to yourself, "I shall tell first about the surprise that came to Ralph, next how he tamed the colt, and then what tricks the colt did."

5. Try to think of plans like these that would help you in telling stories about pets.

I shall tell what I feed my pigeons and how I taught them to eat out of my hand.

My talk will be about a squirrel. I shall tell where it lives and how I tamed it.

In my talk I shall tell how my pet rooster struts around the hen yard and how politely he behaves.

6. Give a plan for a talk, and then, if you are chosen to do so, you are to give your talk.

2. Making Pets of Wild Creatures

I

[Conversation]

1. Bear cubs, fawns, and young foxes are sometimes left motherless. These animals become very tame when they are brought up by people who treat them kindly. What wild creatures have you ever heard of as pets? What did their masters do for them?

[Learning to study]

2. This story tells about three bear cubs whose mother was shot when they were a month old. Find how they changed in their behavior after they were used to their new surroundings.

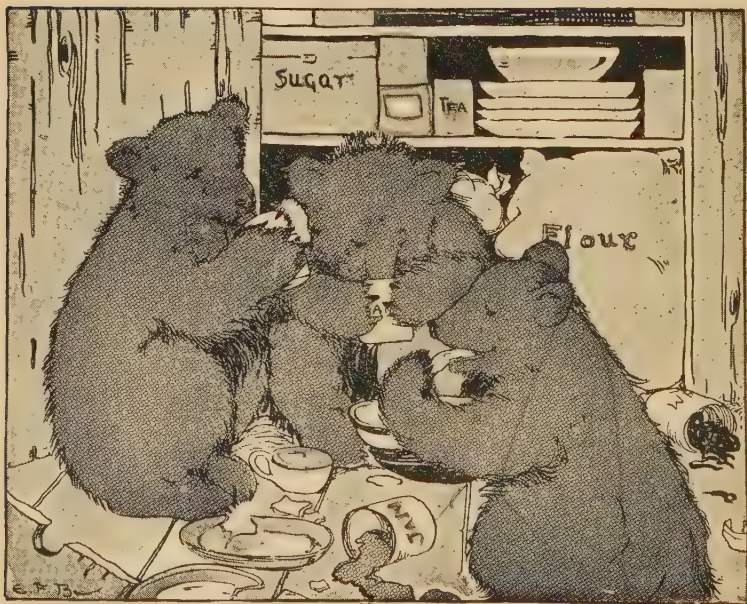
UNCLE NED AND THE BEAR CUBS

When Uncle Ned carried the three cubs home, they were noisy, scratchy little cubs. He put them, squealing like frightened pigs, into a big wooden box and then mixed some warm milk and

water for them. This mixture he put in a baby's nursing bottle and with it fed the cubs one by one. The noise of the two which were waiting was ear-splitting, and even the feeding one grunted and growled so that often it got only half of the milk, the rest running down all over it. Every three hours the bears had to be fed. If Uncle Ned waited any longer than that, the cubs left him no doubt as to their opinion of his neglect.

When the cubs became used to the place, they grew tame. Often in the evening after a good supper of warm milk and water mixed with a little molasses, they would climb up into Uncle Ned's lap, as he read by the fire, and go to sleep in perfect contentment.

Adapted from Wilderness Pets at Camp Buckshaw



[Using a plan in telling a group story]

3. These cubs, as you may easily imagine, often got into mischief. One day they saw some jam on a high cupboard shelf. They had trouble in getting the jam, but oh, such a good time licking it off their paws and eating it! In what order do you imagine Uncle Ned found the room? On what do you suppose the jam was spilt? What do you think Uncle Ned did?

4. With the help of the class think of a plan for a story about the cubs and the jam. What will you tell about first? Next? After that?

5. When you are satisfied with your plan, ask your teacher to write your story on the board for you as you tell it to her.

[Written composition]

6. With the help of one of these suggestions write a story to be read to the class.

a. After the group story has been erased, try to improve it and then write it.

b. Write a story telling about a bear cub that was separated from its mother and lost in the woods.

c. Write a true story telling about a wild pet; or make up one.

7. Before beginning your story, see that you have a good plan in mind.

8. After finishing the story, read it to make sure that there are no mistakes in it, and then give it to your teacher. Ask her to choose some of the best stories and to have them read.

II

[The use of *there was* and *there were*]

9. Spell the word given here in italics.

In the woods *there* was a bear's den.

10. If you drop the *t* from *there*, what word have you? To remind you of the correct spelling of *there*, keep in mind the words *here* and *there*, both of which are often used to show place.

11. Notice these two sentences. What word follows *there* when one thing is spoken of? What word is used when more than one is spoken of?

There *was* a cub with the mother bear.

There *were* three cubs with the mother bear.

12. Tell how to complete the second sentence in each pair:

1. There was a rock near the cave. There ——
rocks near the cave.

2. There was a bear in the den. There ——
bears in the den.

3. There was a hunter in the woods. There ——
hunters in the woods.

13. Give pairs of sentences of your own to show when you should use *there was* and when you should use *there were*.

14. Give sentences that show the use of *there is* and *there are*.

[Written exercise]

15. Copy and complete Exercise 12; then copy from your reader at least three sentences containing the word *there*.

3. Trick Elephants

I

[Conversation]

1. Elephants are so intelligent that they can be taught to do clever tricks. Tell, if you can, from what countries elephants come, for what they are used, and what tricks they are sometimes taught.



[Learning to study]

2. Mollie, Waddy, and Tony were three trick elephants which were bought by the children in Boston and kept in a park. The picture shown on this page was taken from a book that has been written

about them. The following story, which was also taken from the book, tells how they played firemen.

ELEPHANTS TO THE RESCUE

Over in one corner of the stage stood a cottage. Out of the front door trotted little Tony, dressed up as a grandmother, and carrying a baby elephant in his trunk. Mollie and Waddy stood watching him as he walked up to a cradle and, after gently laying the baby elephant in the cradle, began to rock it.

In another minute something very exciting occurred.

There came the flare of fire from the windows of the little cottage. High up in one of the windows was a woman who called to the elephants to rescue her. She was really their trainer.

Mollie and Waddy at once began to move swiftly. In a flash they seized a big hose cart and pulled it close to the burning house.

Little Tony in great alarm, snatched the elephant baby from the cradle and rushed off the stage!

Waddy picked up the hose from the hose cart and Mollie pumped for dear life; but, when they found that the water would not put out the fire, Waddy rushed over to the house and stood on her hind legs so that the woman could step out on her big head. Then, with her strong trunk, Waddy lifted the woman and put her safely on the ground.

3. Be ready to tell one thing in the story that makes it sound exciting; let the class tell others.

4. What does the story tell about first? Next? After that? Give in a sentence a plan that would help you in telling the story.

[Using a plan in telling a story]

5. Name other animals that you have seen do tricks at a circus or at a fair, and then plan a story to tell the class. Choose *a*, *b*, or *c*:

a. Tell the story of Mollie, Waddy, and Tony.

b. Tell the story of some trick that you have seen done by elephants, circus ponies, trained dogs, bears, lions, tigers, or monkeys.

c. Make up a story about an animal kept in a cage. Show that it was homesick for the jungle and its old wild life.

6. First think out a plan that will help you in telling your story. Give the plan in a sentence or two; then, if you are asked to do so, you are to tell your story.

II

[The use of *their*]

7. Show that you can spell the word in italics:

The elephants did what *their* trainer taught them to do.

8. The word *their* shows ownership. It should not be confused with *there* which shows place, or with the word *they*.

9. Make statements about elephants in which you use these words:

their ears	their trunks	their tricks
their tusks	their feet	their trainers

[Written exercise]

10. Write your statements, being careful to spell the word *their* correctly.

4. Something to Name

[Making pictures with words]

Tell, if you can, the name of the animal left out of each of these puzzles:

The —— lives in a warm climate. It is like a large cat with a tan coat striped with yellow and black. It creeps through the tall grass in the jungle and, as it springs on its prey, gives a snarl. Of all the animals in the world, it is the fiercest.

The —— lives in the north. It is a large animal, weighing sometimes as much as a thousand pounds. For warmth it has a thick coat of white fur. To get food, it haunts the shore and dives into the water. It can swim well, but it is a clumsy animal and very savage.

The —— is the tallest animal in the world; it is sometimes eighteen feet high. Its long neck makes it possible for it to eat twigs from a tall tree. Its long legs help it to run swiftly to its hiding place in the forest, for it is a timid animal. It has a small head, beautiful eyes, and a spotted coat.

Think of ways of making this puzzle about a monkey more interesting; then give a puzzle of your own.

There is an animal that lives in trees. It eats cocoanuts, other nuts, and juicy fruits.

5. Entertaining the Class

[Free review period]

Use these suggestions to help you plan a story hour. Choose what you would like to do and then compare your selection with those made by others. Try to make yours different.

a. Tell one of the stories about animals, given in this book, that you think the class would like to hear again.

b. Read a story that you made up and wrote at home.

c. Hold behind you a picture of a wild animal. Tell about the animal, ask the class to guess its name, and then show the picture.

d. Tell a true story about an animal.

e. Show a book that contains interesting animal stories. Tell the class about it.

f. Recite a poem.

g. Read about the habits of some wild animal and make a report to your class.

If you tell a story, show that you can plan it carefully, that you can keep to one point and tell enough to make the story interesting.

6. Review and Practice

[Pronunciation]

1. Make sure that you can pronounce each word correctly:

animal	carrying	intelligence
donkey	watching	theater
elephant	taming	molasses
chickens	moving	mischievous

[Use of *there was* and *there were*]

2. Copy these sentences, filling the blanks with *was* and *were*.

1. There ——— frost upon the ground.
2. There ——— flowers in the garden.
3. There ——— clouds in the sky.
4. There ——— a crow in the field.

5. There —— cows in the pasture.
6. —— there a storm coming?
7. —— there stars shining?
8. —— there a bird's nest in the tree?

3. Show that you can use *there* and *their* correctly as you write a sentence like the following:

In the cage there were lions that had their cubs with them.

[Writing a letter]

4. Make up your mind as to what marks of punctuation are needed in this letter; then copy the letter, putting them in:

1178 East Fiftieth St Chicago Ill
May 27 1928

Dear Robert

Can you go to Lincoln Park with me Saturday There are some monkeys in a cage that I think you would like to see When I was there last week, I saw a mother combing her baby's hair, and another monkey admiring himself in a little mirror that some one had given him

With love

Aunt Mary

5. Write a letter telling about a pet animal. Show that you can make the letter interesting and at the same time correct in every way.

7. Using Words Correctly

Test E. Second Form. Speaking of Persons

Copy and complete each of the following answers, using one of the words printed below the questions:

1. Who is going to the parade? Tom and — are going.
2. Was it Dorothy who left the room? No, it was not —.
3. Was it Albert who won the race? Yes, it was —.
4. Was the candy sent to John alone? No, it was sent to Mary and —.
5. Did you go alone with your father? No, I went with my mother and —.
6. Was it the girls who helped after school? Yes, it was —.

I me she her he him they them

Test F. First Form. Telling What has Happened

Copy the second sentence in each exercise, using a form of the word printed in the first sentence in italics:

Illustration: The bird *flew* away.

The bird has *flown* away.

1. The baby *lay* in his cradle. The baby has — in his cradle.
2. Mother *sat* beside him. Mother has — beside him.
3. The men *shook* hands. The men have — hands.
4. I *drew* a picture. I have — a picture.
5. Henry *threw* a ball. Henry has — a ball.
6. The water *froze*. The water was —.
7. The sun *rose*. The sun has —.
8. The wind *blew*. The wind has —.
9. The bird *drowned*. The bird has —.
10. The frozen water pipes *burst*. The frozen water pipes have —.

For practice exercises see those beginning on pages 284 and 286.

Chapter VIII — FLOWERS AND INSECTS

1. Some Common Flowers

[Conversation]

1. The flowers described here are familiar ones. Can you name them?

I come early in the spring and am seen on lawns, along the roadside, and in the fields. One day I am as yellow as gold. On another day I am as white as snow. When I am yellow, children gather me and carry me to school. When I am white they make a wish, and then try to blow my seeds away with one breath.

I am a starlike flower with snow-white petals and a yellow center. I am found floating in shallow water. My large, flat leaves make good diving platforms for frogs and beetles. My stem is long and slippery.

I wear a crown like a queen, but I am planted in back yards where my seeds can be fed to hens and chickens. Sometimes I am as large as a saucer or a small plate. In the morning I turn toward the sun to greet him. I turn as he travels and so keep my face toward him all day long.

2. Describe a common flower without naming it. Let the class tell what you have in mind.

3. What wild flowers near you are so plentiful that they can be picked? Which are becoming rare?

4. The boys and girls all over the United States are working to save the wild flowers. Tell why you think such a plan is a good one.

[Planning a little book]

5. To help your class become better acquainted with wild flowers and their friends the bees, you may, with your teacher's permission, plan a class book about them. Decide what you would like to have in the book, and how to illustrate it.

2. The Wild Rose and its Neighbors

[Conversation]

1. The wild rose is a favorite flower. Tell its color; the number of petals it has; the shape of each petal; the kind of bush on which it grows; where the bush is found; how the bush is protected from cattle.

2. The yellow powder in the wild rose helps the seeds to form. Where is the yellow powder found? Where are the seeds?

3. Bees are attracted by the yellow powder and carry it from one rose to another. How does the color of the petals help the bee to find the rose?

4. The blackberry blossom and that of the wild strawberry are somewhat like the wild rose. With the help of the picture on page 253 point out some of the ways.

[Group story]

5. Plan a story about a wild rose that you would like to have in your class book. Use these ideas to

help you in deciding what you would like to say.

a. Tell where the wild rose grows, how it is protected, and how you can recognize it.

b. Tell a story about a wild rose and a bee.

c. Show in what way a wild rose, a blackberry blossom, and a strawberry blossom are alike and then in what way they are different.

[Accuracy in observation]

6. Decide what you can say in your story that you know to be true. Think of a good beginning; and then, as your teacher writes on the board for you, tell her what to say.

[Written composition]

7. Make sure that you can write all of the words used in your story and, after it is erased, try to write a story that can be used in the class book.

3. Some Modest Flowers

I

[Conversation]

1. Two flowers that are favorites because of their daintiness and modesty are the violet and the columbine. Which have you seen growing?

2. The common violet grows in low lands everywhere, in woods, meadows, marshes, and along the roadsides. Tell what you know of its color; its size; its odor; its eye; its stem and leaves; when it blossoms.

3. What is said in the poem on page 254 to show that the violet is modest, or shy?



Wild Rose



Wild Strawberry



Blackberry



Violet



Columbine

THE VIOLET

Down in a green and shady bed,
A modest violet grew,
Its stalk was bent, it hung its head
As if to hide from view.

And yet it was a lovely flower,
Its color bright and fair;
It might have graced a rosy bower,
Instead of hiding there.

JANE TAYLOR

4. Find how you can tell the wild columbine:

THE WILD COLUMBINE

The wild columbine is a red flower tinged with yellow. It grows in rocky places, a delicate, graceful flower nodding on a slender stem. It has five little tubes or spurs at the base of which honey is kept. Near the blossom, attracted by the honey, gather butterflies, bees, and moths. Sometimes humming birds visit it.

[Giving a talk]

5. In planning a talk, choose *a*, *b*, or *c*. Try to have flowers or pictures to show:

a. Tell your class how to know a wild columbine or some other wild flower.

b. Try to give your class a clear idea of a violet, what it looks like, where it grows, and when it blossoms.

c. Tell in your own words the story of the poem in Exercise 3 and then give the poem from memory.

[Group story]

6. After listening to the talks, decide what you

would like to have in your class book about violets and columbines. As your teacher writes on the board for you, tell her what to say.

[Written composition]

7. Make sure that you can write *flower*, *early*, and all of the other words used in the story, and then see what a good copy you can make of it.

II

[Review. Plurals]

8. Give the plurals that are lacking:

plant	plants	leaf	leaves	berr̄y	berries
flower	.....	knife	.....	cherry	.....
bush	bushes	deer	deer	lily	.....
dish	.....	sheep	.....	lady	.....
turkey	turkeys	man	men	baby	.....
donkey	.....	woman	.....	fairy	.....

[Written exercise]

9. Make a list of the words that are missing in Exercise 8.

10. Read your list to make sure that you have written the words correctly.

4. The Iris and the Bee

I

[Conversation]

1. One of the most beautiful of the common flowers is the blue flag, or iris. Be ready to give facts that you have noticed about it. What color is it? Where does it grow? What parts in the iris come in groups of three?



2. Before the seeds in an iris can form, a bee must bring it yellow powder from another iris. This is why the iris has honey near its center. As the bee crawls in for honey it gets itself covered with yellow powder. It flies to another flower and scatters the dust there.

Study the iris carefully:

- a. Find where the pollen, or yellow powder, grows.
- b. Find where the honey is kept.
- c. Find the seeds in their long narrow pod.
- d. Find the little pockets which receive the yellow powder.

3. Many lilies besides the iris are based on the plan of three or six, such as the wood lily, Solomon's seal, the lily-of-the-valley, and trillium. Which of these have you seen?

[Written composition]

4. With the help of one of these suggestions write a story for the class book.

a. Use this beginning or one of your own and write a paper about the blue flag:

The blue flag, or iris, grows in moist places.

b. Write the story of a bee in a pasture in search of honey. Tell to what flowers it went and of what service it was to them.

c. Write a paper to help the class recognize some other lily than the iris.

5. Read your story to make sure that you have written it in separate sentences and spelled each word correctly; then let your teacher see it. Perhaps she will ask to have the best stories read so that the class can choose the ones it would like to have in the book.

II

[Review. Words showing ownership]

6. Find the words showing ownership. Use each in a sentence:

the farmer's field

the bee's wings

the bird's sharp eyes

the girl's flower bed

the boy's collection

[Written exercise]

7. Write your sentences, and then read them over

to make sure that you have used an apostrophe and an *s* in each of the words that shows ownership.

5. Something to Find Out

[Planning talks]

Bring to school, if you can, some wild flowers or some flowers from a garden. Try to bring enough so that you can share your supply with children who have none. In preparing a talk, you may follow one of the plans given here:

Choose a garden flower; show it to your class; give its name, and its color; tell how high the plant grows, and the shape of its leaf.

Show your class a wild flower. Tell its name; where it grows; when it is in blossom, and how it scatters its seeds.

Show your class a blossom that grows on a tree. Tell its color, its shape; the number of petals it has, and what forms after the blossoms have fallen.

[Written composition]

If you are chosen to do so, you are to write your talk for the class book.

6. Bees and their Work

[Learning to study]

Bees are interesting insects not only because of the part they play in the life of flowers, but also because of their habit of living in swarms, of building cells out of wax, and of storing honey.

Tell some of the facts that you have learned about bees, and then study these paragraphs. After you have read them, try to think of a title for each:

A SWARM OF BEES

Each swarm of bees has one large bee about which the life of the hive centers. This is the mother, or queen bee. Her cell is filled with the richest honey. For her all other bees live. While she stays in the hive, the workers fly in and out gathering honey. When she makes her flight to found a new hive, the other bees leave the hive with her.

Besides the queen bee each swarm has workers and drones. The workers are the bees that make the honeycomb and gather the honey. How busy they are flying from flower to flower all day long in search of honey! The drones are the male bees. They do no work, and, before winter comes, they are killed by the workers.

The queen bee lays her eggs in cells made of wax. Here, too, in the cells, the workers store their honey. Each little cell, which has six sides to its wall, is about three times as deep as it is wide. It is built water tight, and, after it is filled with honey, is carefully sealed. The honeycomb, made up of regular cells with walls as thin as paper, is one of nature's many wonders; yet it is built by tiny insects with only instinct to guide them.

Help the class with a test on the story. Be ready to ask and answer questions.

After re-reading the story, choose a paragraph and tell in your own words what it says.

7. Something to Memorize and Copy

[Conversation]

The flowers named in the gay verses on page 260 are most of them familiar ones. Choose a stanza, tell something about the flower described, and then give something from the stanza.

THE DAFFODIL

Daffy-down-dilly
 Has come up to town
 In a yellow petticoat
 And a green gown.

THE DANDELION

With locks of gold to-day;
 To-morrow, silver gray;
 Thou blossom-bold. Behold!
 O man, thy fortune told!

LITTLE ANEMONE

Little Anemone
 So frail and so fair
 Blooming so brave
 In the cold spring air.
 Sweet little messenger
 Coming to tell,
 Summer is coming
 And all is well.

BUTTERCUPS AND DAISIES

Buttercups and daisies,
 Oh, the pretty flowers!
 Coming in the springtime
 To tell of sunny hours.
 While the trees are leafless,
 While the fields are bare,
 Buttercups and daisies,
 Springing everywhere.

A WATER LILY

The queen of the fairies, I do believe,
 Crossed over this brook on midsummer eve;
 For here in the rushes she left afloat,
 Her little, wee, ivory, gold-lined boat.

What does this song tell about the bee?

THE SONG OF THE BEE¹

Buzz! buzz! buzz!

This is the song of the bee.

His legs are yellow;

A jolly good fellow

And yet a great worker is he.

In days that are sunny

He's getting his honey;

In days that are cloudy

He's making his wax;

On pinks and on lilies

And gay daffodillies,

And columbine blossoms,

He levies a tax!

MARION DOUGLASS

[Memorizing verse]

Choose the stanza that you would like to learn;
show that you understand it and can read it well;
then memorize it.

[Copying verse]

To complete your books on flowers, copy your favorite stanzas so that they may be bound with your stories and pictures.

8. Entertaining the Class

I

[Dramatization]

In olden days there was a wise king called Solomon. Many stories like the following are told of his wisdom.

¹ From Lovejoy and Adams's *Pieces for Every Month of the Year*. Used by permission of the publishers, Noble and Noble.

KING SOLOMON AND THE BEE

A rich queen once visited King Solomon, who was the wisest of all kings. She brought him two wreaths of flowers. One wreath was made of real flowers. The other wreath was made of wax flowers. The wax flowers could not be told from the real flowers.

The queen presented the two wreaths to King Solomon saying, "You who are so wise can surely tell which are the real flowers and which are wax."

The king could see no difference, but soon he saw a bee which was buzzing at the window.

"Ah," said he, "here is one come to help me in my choice. Throw open the window for my friend."

The bee flew eagerly to the real flowers and began to sip their honey.

Then the queen bowed her head and said, "You are indeed a wise king, for you are willing to learn even from little things. I thank you for this lesson."

Tell what interested you in *King Solomon and the Bee*; then use these questions to help you in planning how to act the story.

1. What kind of person shall you choose for the queen? How can you have her followers show respect for her in the way they walk and stand? As the queen greets the king, what can you have her say to show that she has heard of the wisdom of the king and has come many miles to visit him?

2. Whom can you have stand near King Solomon as he sits on his throne? In replying to the queen's greeting, how can the king show that he is pleased to receive a visit from a great queen?

3. What can you have the queen say as she presents the two wreaths? What will the king reply? What more will the king and queen say?

4. How can you represent the bee? How can you play the story without wreaths?

Be ready to play the story, and then to tell it in a way that will make it seem as real.

II

[Free review period]

In planning the program for your last story hour, every one in the class will wish to choose his part carefully and to prepare it well. You may use this list to help you in deciding what to do.

a. Read one of the best stories in your class book about flowers.

b. Show a flower, new to the class. Give its name, tell where it grows, and how it can be recognized.

c. Draw a picture of a flower. Hold it behind you as you tell about it. Ask the children to name the flower, and then show them the picture.

d. Tell your class the story of the *Star Maiden* (see page 227), or some other story that you have enjoyed.

e. Give a talk about bees.

f. Tell what common flowers may be picked and what rare ones should be left to grow.

g. Give a poem from memory.

h. Read a poem or story of your own.

i. Show your class a book that you have been reading and tell in three or four sentences why you liked it.

j. Help other children to act the story of *King Solomon and the Bee*.

9. Review and Summary

[Pronunciation

1. Use the words in these lists in a contest such as is planned on page 148 and thus make sure that you can pronounce them clearly and correctly:

<i>Vowel sound</i>	<i>Initial sound</i>	<i>Final sound</i>	<i>Mistaken syllable</i>	<i>Slighted syllable</i>
can	George	going	Arctic	arithmetic
can't	jump	nothing	because	diamond
catch	this	kept	chimney	eleven
for	these	soft	engine	every
from	threw	last night	garage	February
now	throw	brand new	hundred	geography
such	wharf	and I	often	grocery
column	which	sand pile	across	poem
picture	white	old axe	umbrella	yesterday
nature	why	cold day	wish	quiet

[Capitalization and punctuation]

2. Show that you can write correctly:

1. The date that school closes.
2. The present date.
3. Your own name and address as it should appear on an envelope.
4. Abbreviations for at least five of the months of the year that have long names.
5. A sentence containing the title of a story.
6. A stanza from a poem.

3. With the help of this letter write five rules for the use of capitals:

18 Adams St Quincy Mass
June 15 1927

Dear Mary

Have you read *Adventures of a Brownie* It tells about a little brownie who lived in a coal cellar, and of the tricks he played on the cat and the children who lived in the house with him I think you would like the book.

If you have read any books lately which you like, I wish you would send me their names

Your friend

Elizabeth Williams

4. Decide where marks of punctuation are needed in the letter; then copy and punctuate it:

5. Copy this story, punctuating it correctly:

THE CRAB AND HIS MOTHER

A mother crab said to her son Why do you walk so crooked child Walk straight

The crab answered Mother show me the way and I will try to walk like you You do not walk straight How can you expect me to take your advice

10. Vacation Plans

I

[Conversation]

1. In this list of books are some which you may have read and which you think others would enjoy. Be ready to tell about any that you know:

A Vacation Reading List

Æsop's Fables
Adventures of a Brownie
Adventures of Mollie, Waddy,
and Tony
Among the Farmyard People
Andersen's Fairy Tales
The Blue Fairy Book
A Child's Garden of Verses
The Dutch Twins
East o' the Sun and West o'
the Moon
Fairy Stories and Fables
Japanese Fairy Tales

The Japanese Twins
Jataka Tales
Just So Stories
The Little Dame Prince
Mother Goose
Pinocchio
Snow Baby
Stories of Great Artists
Stories of Great Americans for
Little Americans
Stories of Great Musicians
Stories of the Pilgrims
The Story of Doctor Dolittle

2. What ideas about the books named on page 266 do you gain from the pictures?

3. Which of your favorite books do you intend to



*The
Little Lane Prince*



The Dutch Twins



*The Adventures of
Pinocchio*

read again this summer? What new ones are you planning to read?

[Writing a list]

4. Make a list of books for your summer reading. Show it to your teacher and then take it home with you.

II

[Writing a letter]

5. To give your teacher a happy surprise, you might write a letter thanking her for all the help that she has given you this year, and telling her what you are planning to do this summer. Try to express your thoughts clearly and to make the letter so neat in appearance that both you and she will be proud of it. Put your letter on your teacher's desk or send it through the mail.

11. Using Words Correctly. Review for the Second Half Year

Test D. Third Form. Giving Words their Right Meaning

Copy and complete, using *may* or *can*:

1. — you row a boat?
2. — I go with you, please?
3. — I sit next to my sister, please?

Use *learned* or *taught* in filling these blanks:

4. James has — how to use a camera. His sister — him.
5. Gordon knows how to swim. His brother — him.
6. Isabel's mother — her how to cook.

Use *well* or *good* in completing these sentences:

7. John is a — carpenter. He does his work —.
8. Margaret can make a bed —.

Use *two*, *to*, or *too* in these blanks:

9. Margaret went — the barn.
10. She found — eggs in a hen's nest.
11. Margaret found a nest egg there —.
12. She carried the — eggs into the house.

Test E. Third Form. Speaking of Persons

Copy and complete each answer, using one of the words printed below Number 6.

1. What are you and your brother planning to do? My brother and — are planning to go on a trip.
2. Was it the boys who won the game? Yes, it was —.

3. Was it Marion who lost her purse? Yes, it was —.

4. Was it William who left early? No, it was not —.

5. What was given to you and your sister? A bicycle was given to — and —.

6. Did Mary go with her mother and Tom? No, Helen went with her mother and —.

me I him he her she them they

Test F. Second Form. Telling What has Happened

Copy the second sentence in each exercise, using a form of the word printed in the first sentence in italics:

Illustration: Flowers *grew* in the garden.

Flowers have *grown* in the garden.

1. The lake *froze*. The lake has —.
2. The wind *blew* the clouds. The wind has — the clouds away.
3. The storm *shook* the branches. The storm has — the branches.
4. The bird *rose* from its nest. The bird has — from its nest.
5. The boy *drew* a pail of water. The boy has — a pail of water.
6. The horse *threw* the boy. The horse has — the boy.
7. The bird *drowned*. The bird has —.
8. Mother *sat* by the window. Mother has — by the window.
9. The cat *lay* in her lap. The cat has — in her lap.
10. The balloon *burst*. The balloon has —.

Chapter IX — LANGUAGE GAMES AND EXERCISES — HOW TO USE WORDS CORRECTLY

Choosing the Right Side



The games and exercises in this chapter will help you to be on the side of Good English. Try to remember the correct expressions and to use them at all times. The tests throughout the book will show you what errors you need to correct. The practice exercises will aid you in correcting the errors.

Test A. Practice Exercise. Eight Common Errors

I. Saw. It is correct to say:

I saw a rainbow. Who else saw it?

Do not use *seen* for *saw*. Never say *I seen*.

1a. Use the rhyme under the picture on page 271 to help you in your use of the word *saw*.

1b. Tell where you have seen interesting things. Make other statements like these:

At the circus I *saw* an elephant.

When I was at a fair, I *saw* an aeroplane.

1c. Think of interesting ways of completing these statements. Use the word *saw* in each.

1. Mother jumped when she opened the cupboard door. In it she _____

2. Henry smiled when he pulled his fish line out of the water. On the end of the line he _____

3. Tom climbed the fence hastily. In the field he _____

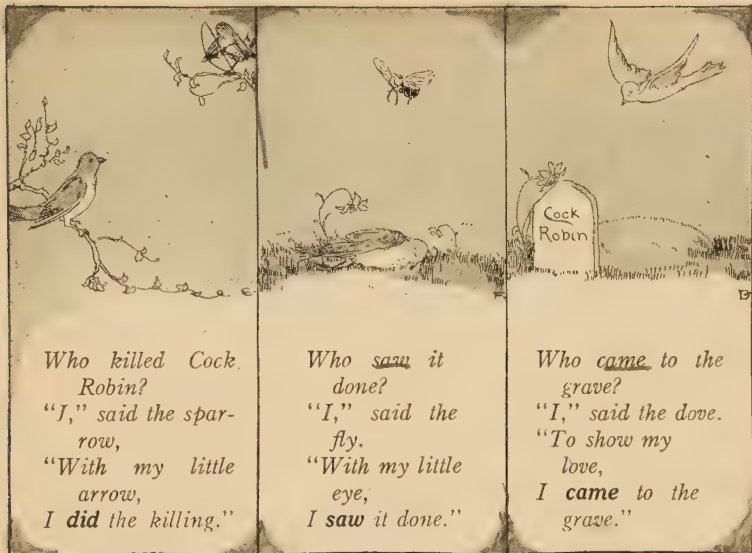
4. Dick closed the barn door quickly. In the barn he _____

5. Mary laughed when she opened a Christmas package. In the box she _____

6. Hallowe'en Margaret ran hurriedly through the yard. Among the bushes she _____

1d. Be ready to play from day to day THE HOUSE THAT JACK BUILT (see page 139) and FOLLOW THE LEADER (see Part One, page 8).

1e. Copy and complete the sentences in Exercise 1c and then write at least six other statements like them.



2. **Came.** Say:

John **came** to school early. Who **came** with him?

Do not use the word *come* for *came*. Never say *John come early*.

2a. Pretend that you are at a party. Try to think of seven different statements like the following. Use the word *came* in each.

I came in an automobile.

2b. Make other statements like these:

1. The ship came from Holland.
2. In the spring bluebirds came from the south.
3. When the moon arose, the fox came from his den.

2c. Play the game AS I CAME HOME (see Part One, page 20) and also the game WHO CAME NEAR ME (see page 139).

2d. Write ten statements like those in Exercise 2b. Use the word *came* in each.

3. **Did.** Say:

I **did** my work this morning.

Do not use *done* for *did*. Never say *I done my work*.

3a. Think of the different places in which you might have done some work. Make statements like the following, using the word *did* in each.

I did my work in my room at home.

3b. Use the game AS I CAME HOME (see Part One, page 20) to help you in remembering when to use *did*.

3c. Write ten sentences to show the correct use of the word *did*.

4. **Haven't.** Say:

I **haven't** a pencil.

I **have** no pencil.

I **haven't** any.

I **have** none.

Do not use in the same statement two words that mean *not*.

Do not say *I haven't no pencil* or *I haven't none*.

Do not use *got* where it is not needed. It is not correct to say *I haven't got any* when you mean you haven't any in your possession.

4a. Use this game to help you in remembering how to use *haven't*.

Game. BE QUICK OR GUESS. Four or five children go to the front of the room, where each selects an article, such as a pencil, a bell, a book, a ruler, or an eraser. At a given signal the children show their articles with a quick motion and then put them behind their backs. The one who is It asks, "May I take your bell, Alice?" "May I have your pencil, James?" The players answer, "I have no bell"; "Yes, you may take my pencil." This dialogue continues until the one who is It has collected all the articles.

4b. You may also use GO TO YOUR NEXT NEIGHBOR (Part One, page 8) and WHO HAS IT (Part One, page 36).

4c. Write at least ten statements like these. Use the word *haven't* or *hasn't* in each:

I **haven't** a paper. John **hasn't** a book.

5. **He, she and I.** Say:

John and I are neighbors. **He and I** are friends.

Mary and I live near the school. **She and I** play together.

In speaking of other persons, use the words *he* and *she*.

In speaking of yourself, use the word *I*.

To be courteous when speaking of yourself and some one else at the same time, you should name the other person first. Remember to say *He and I*, and not *I and he*. Never say *Me and him are going*.

5a Think of some of the things that you and your best friend like to do. Try to give at least five sentences like one of these:

He and I play ball. She and I like to swing.

5b. Be ready from day to day to play **WHOM HAVE YOU CHOSEN** (see page 139) or **WHERE ARE YOU GOING** (see Part One, page 37).

5c. Write the sentences that you planned in Exercise 5a; then write at least five sentences that you might use in playing Where are You Going.

Test B. Practice Exercise. Speaking of One or More

1. Is, are. Say:

The **book** is torn. The **books** are torn.

Use *is* in speaking of one thing. Use *are* in speaking of more than one thing.

1a. Complete, using *is* and *are*:

1. A star — shining. Stars — shining.
2. A ship — leaving the harbor. Ships —
leaving the harbor.
3. A friend — waving farewell. Friends —
waving farewell.
4. A sailor — on deck. Sailors — on deck.
5. A sea gull — flying overhead. Seagulls
— flying overhead.

1b. Give other pairs of sentences to show the use of *is* and *are*. If you wish, you may have your sentences tell what is happening on a farm, in a park, or at supper time at home.

1c. Copy and complete the sentences in Exercise 1a; then write others like them.

2. **Was, were.** Say:

The **girl was** late. The **girls were** late.

Remember to use *was* when speaking of one person or thing, and to use *were* when speaking of more than one.

2a. Complete the sentences in Exercise 1a, using *was* and *were*.

2b. Give other pairs of sentences like these to show the use of *was* and *were*.

A boy *was* flying a kite. Boys *were* flying kites.

2c. Review Exercise 2, page 247.

2d. Write at least ten sentences that show the use of *was* and *were*.

3. **Are you, were you.** Say:

You are early. **Are you** going home?

You were early. **Were you** at the picnic?

Do not use *is* or *was* with *you*.

3a. Give sentences of your own to show that *are* and *were* are used with the word *you*.

3b. Be ready to play the game called DUMB CRAMBO (see Part One, page 100).

3c. Write ten questions like these that you might ask a friend:

Are you coming to see me? *Were you* at the ball game yesterday?

4. **Doesn't, don't.** Say:

Does Ella like snakes? **Doesn't** Ella like snakes?

Do most girls like snakes? **Don't** most girls like snakes?

Notice that in the sentences just given the words *does* and *doesn't* are used in speaking of one girl and *do* and *don't* in speaking of more than one.

4a. Use *doesn't* or *don't* in answering each question:

1. Does a squirrel build its nest on the ground?
2. Do rabbits climb trees?
3. Does a crow sing sweetly?
4. Does a robin fly as high as an eagle?
5. Do parrots live in a cold country?
6. Does a bear stay awake during the winter?
7. Does a lion grow to be larger than an elephant?
8. Do rivers run up hill?
9. Does water freeze in summer?

4b. Be ready to play this game:

HE DOESN'T DO THIS. The leader calls upon the players in turn to tell some one thing that their fathers, mothers, brothers or sisters do not do. Each player must give a sentence like one of these: My father doesn't work in the city. My mother doesn't drive a car. My brother doesn't play a piano. Any one who uses *don't* for *doesn't* may be asked to pay a forfeit.

4c. Try to think of three things that a rabbit doesn't do; that a robin doesn't do; that a fish doesn't do.

4d. Write answers to the questions in Exercise 4a.

5. **Those, them.** Say:

Those boats are canoes. Can you see **them**?

Do not use *them* for *those*. Never say *them boats*.

5a. Try to think of a sentence like this one in which you use both *those* and *them*:

Those boys have their dog with them.

5b. Play this game:

WHO IS THINKING OF THOSE. Pictures of birds, flowers, fruit, and animals are put around the room. The person who is It is sent into the hall. The class selects a picture and then calls the one who is It. He tries to guess what was chosen. He points to the pictures and guesses, "Is it these birds?" "Is it those flowers?" until he guesses the right picture. The children answer in turn, "No, it isn't," or "Yes, it is."

5c. Write other sentences like this one. Use the words *these* and *those* in each.

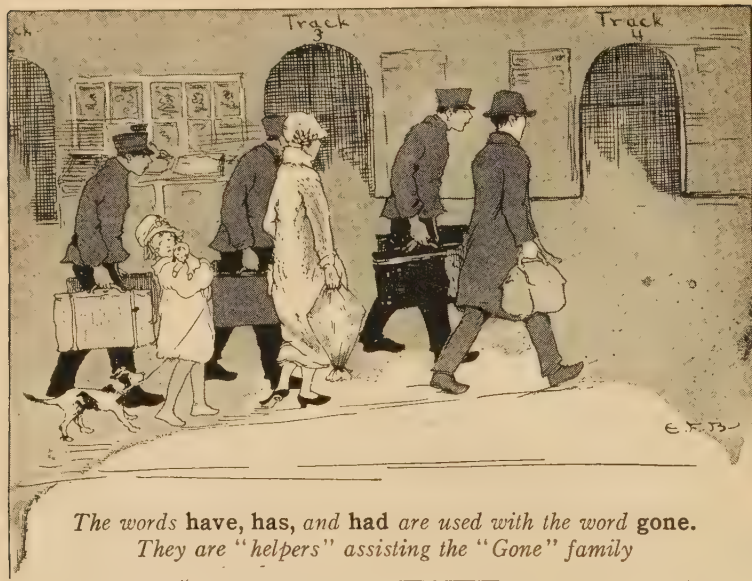
Those apples are ripe, but these peaches are green.

Test C. Practice Exercises. Telling What has Happened.

• In all of the following exercises, remember that *have*, *has*, and *had* are helping words that may be used with words like *gone*, *seen*, and *broken*, but not with words like *went*, *saw*, and *broke*.

1. **Went, have gone.** Say:

The swallows **went** in September. They **have gone** south.



1a. Give sentences of your own showing how to use *went* and *have gone*, and then be ready to play this game:

WHO HAS GONE. The leader asks each player, "Who has Gone? Where did he go?" The one called upon must answer in some such way as, "Fred has gone. He went to the park," or "Mary has gone. She went to church." Any one making a mistake in his use of *went* or *gone* must stand by his seat or write his sentence on the board.

1b. Write sentences like these that might be used in playing the game:

Helen has gone. She went to her grandmother's.

2. **Saw, have seen.** Say:

I **saw** a fire truck. I **have seen** a fire truck.

2a. Complete:

1. I saw an elephant use his trunk. I have
— an elephant use his trunk.

2. John saw a hawk chase a little bird. John
has — a hawk chase a little bird.

3. Mary saw an owl in a pine tree. Mary has
— an owl in a pine tree.

2b. Give other sentences to show the difference in the use of *saw* and *seen*.

2c. Copy and complete the sentences in Exercise 2a; then write others like them.

3. Read the sentences given here; then give other pairs of sentences to show how the words in heavy black type should be used.

a. **Began, have begun.** Yesterday the boys **began** making a boat. The boys **have begun** making a boat.

b. **Broke, have broken.** I **broke** my pencil. I **have broken** my pencil.

c. **Came, have come.** The mail **came** at ten o'clock. The mail **has come**.

d. **Did, have done.** Jane **did** her work well. Jane **has done** her work well.

e. **Ran, have run.** The horse **ran** away. The horse **has run** away.

f. **Rang, have rung.** The church bell **rang**. The church bell **has rung**.

g. **Sang, have sung.** The children **sang** a new song. The children **have sung** a new song.

h. **Wrote, have written.** The class **wrote** letters. The class **has written** letters.

3a. Be ready to play this game:

MISSING WORD. The words *I* — *it* are written on the board. The class is divided into two sections. Each player writes a sentence beginning with *I* and ending in *it*, as *I saw it* or *I wrote it*. The side that writes the greater number of correct sentences wins the game.

3b. Write on the board, *I have* — *it* and play the Missing Word game again. See which side can get the greater number of correct sentences in this game.

3c. Use these sentences and play the game I DID IT:¹

I began it.	I ran it.	I sang it.
I broke it.	I rang it.	I wrote it.

The leader may name such objects as —

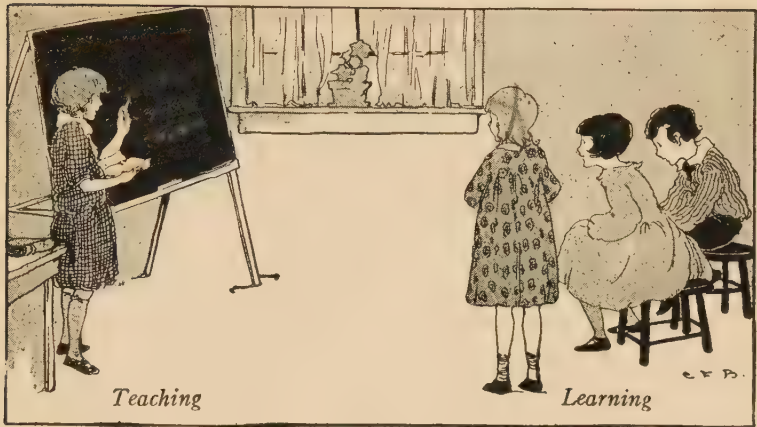
a song	a letter	a typewriter
a stick	a game	a carpet sweeper
a door bell	a story	a postal card

Test D. Practice Exercises. Giving Words their Right Meaning

1. Teach and learn. Say:

I have learned how to read. **Miss Brown** taught me.

¹ This game, as described in Part One, page 52, is played as follows: A leader is chosen. As he names different objects, the other players in turn must respond with the sentences in the list. If the leader calls, "Letter," a player may say, "I wrote it" or "I began it." If he calls, "Typewriter," a player may say, "I ran it" or "I broke it." Any one who is slow in responding, or who gives an answer that does not fit the object named, must pay a penalty of some sort. He must write his sentence on a piece of paper, or he must stand until some one else fails.



In using the words *teach* and *learn*, remember that you *learn lessons* and that you *teach people*.

1a. Think of sentences like the following and then be ready to play the game:

I can teach you how to row, but you cannot learn unless you have a boat.

MAKING THE LEADER THINK. The players ask the leader questions which he must answer in a sentence that contains both the words *teach* and *learn*. If a player asks, "Can you teach me to swim?" the leader answers, "I can teach you to swim, but you cannot learn unless you are in the water."

Questions like the following may be asked: Can you teach me to read? Can you teach me to sew? Can you teach me to cook? Can you teach me to write?

1b. Write ten answers that the leader might give in playing the game.

2. **Well, good.** Say:

Mary is a **good singer**. She **sings well**.

Notice that *well*, not *good*, is used in speaking of an action.

2a. Tell what actions are described by the word *well*:

1. Elizabeth is a good dancer. She dances well.
2. Helen is a good cook. She cooks well.
3. John is a good catcher. He catches well.
4. Tom is a good pitcher. He pitches well.
5. Dick is a good runner. He runs well.

2b. Give pairs of sentences of your own that show the correct use of *good* and *well*. Write at least eight pairs.

3. **May, can.** Ask:

Can Tom swim? **May** he go swimming?

May is used in asking permission. Do not use *can* for this purpose.

3a. Tell what you might say:

1. In asking your mother for permission to play out of doors.
2. In asking your father for permission to visit your grandmother.
3. In asking your teacher for permission to take a piece of paper to the waste basket; for permission to sharpen a pencil; for permission to get a drink of water.

3b. Be ready to play the game **BE QUICK OR GUESS** (see page 273).

3c. Write the questions called for in Exercise 3a.

3d **Can** is used in asking if a thing is possible. With this idea in mind write at least five pairs of questions like these:

Is it possible for a bird to fly above the clouds?
Can a bird fly above the clouds?

4. **Two, to, too.** Say:

I took my **two** sisters **to** church. We went to Sunday School **too**.

Two is used in counting. *Two* is spelled t-w-o.

To is used in speaking of going toward a thing. *To* is spelled t-o.

Too sometimes means *also*, and sometimes it answers the question *How much?* This *too* is spelled t-o-o.



Too Many Going to Town in a Two-Wheel Cart

4a. Give sentences of your own showing (1) when to use t-w-o; (2) when to use t-o; and (3) when to use t-o-o.

I have *two* hands.

I went *to* church last Sunday.

I like ice-cream. I like cake *too*.

4b. Play this game:

SPELLING GAME. Two, To, Too. Ten or twelve sentences are written on the board with blanks standing for the words *two*, *to*, and *too*. The players then take turns reading the sentences from the board and asking other players to spell the words omitted. The first player may read *I have two hands* and then call upon John. John must say *t-w-o*, *two*. John then reads a sentence such as *I went to the park yesterday* and calls upon some one to spell *to*. Any one who misspells a word must write the sentence on the board.

4c. Write other sentences like those in Exercise 4a.

Test E. Practice Exercises. Speaking of Persons

1. **He, she, they, and I went.** For the use of these words see Exercise 5, page 273, and Exercises 5a, 5b, and 5c, page 274.

2. **It was he, she, they, or I.** Say:

It was I who found Mary's book. **It was she** who lost it.

The boys were playing ball, but **it was not they** who broke the window.

After the words *was* and *is*, it is correct to use the words *he*, *she*, *they*, and *I*.

2a. Practice completing these sentences using *he*, *she*, *I*, and *they*:

1. Was it Tom who played with you? It was —.
2. Was it Margaret who left early? It was —.
3. Who is it that likes a rainy day? It is not —.
4. Who likes to play hide-and-seek? It is —.
5. Was it the boys who helped with the work? Yes, it was —.

2b. Be ready to play this game.

OF WHOM AM I THINKING. The leader, with a member of the class in mind, asks, "Of whom am I thinking?" The players guess, "Is it James?" "Is it Margaret?" The leader answers, "It is not he," "It is not she," "It is he," or "It is she," as the case may be.

2c. Copy and complete the questions and answers given in Exercise 2a; then write other questions and answers like them.

3. For **him**, **her**, or **me**. Say:

Tom's father bought a bicycle **for him**.

Mary's mother gave the book **to her**.

My sister went to the city **with me**.

Ruth's playhouse was furnished **by her and me**.

After such words as *for*, *to*, *from*, and *with* use the words *him*, *her* and *me*.

3a. Use in sentences:

from him
with her

for me
to him

from him and me
for him and her

3b. Complete, using *him*, *her*, or *me*:

1. John's uncle sent a box of candy to Mary and —.
2. Mary's father bought a pony for her brother and —.
3. Helen's aunt went to church with —.
4. My sister writes letters to Mother and —.
5. Your present was from my brother and —.
6. Tom's cousin Mary sent a picture to Ruth and —.

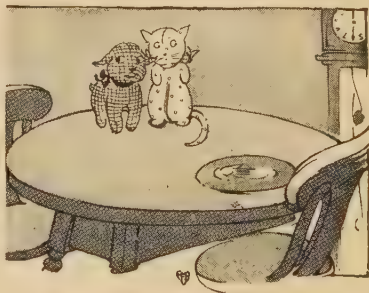
3c. Copy and complete Exercise 3b.

Test F. Practice Exercises. Telling What has Happened



Robin and Richard were two pretty men.

*They **lay** in bed till the clock struck ten.*



The gingham dog and the calico cat

*Side by side on the table **sat**.*

1. **Lay, have lain.** Say:

*I **lay** on the grass. I **have lain** on the grass.*

Do not use the word *laid* for *lay* or *lain*. It is correct to say *I laid a book on the table*, but not correct to say *I laid on the grass*.

1a. Use the picture and rhyme about Robin and Richard to help you in your use of the word *lay*.

1b. Complete using *lay* or *lain*:

1. The baby ——— asleep in his crib.
2. Near him ——— his Teddy Bear.
3. The baby's toys ——— on the floor.
4. The kitten ——— on a cushion.
5. The kitten had ——— on the bed.
6. The dog ——— by the fire.
7. The dog had ——— on the rug by the door.

1c. Think of places where you have lain. See how many statements like these that you can make:

I *lay* under a tree. I *have lain* under a tree.

1d. Copy and complete the sentences in Exercise 1b; then write others like those in Exercise 1c.

2. **Sat, have sat.** Say:

The doves **sat** on the window ledge. They **have sat** there before.

Do not use the word *set* for *sat*.

2a. Think of five places where your mother has sat. Give sentences like this one:

Last evening Mother sat by the light mending stockings.

2b. Give sentences showing where you have sat. Give others showing where your dog or cat has sat. Write the sentences.

2c. Use the picture and rhyme about the gingham dog and the calico cat to help you in your use of the word *sat*.

3. Read the sentences given here; then give other sentences showing how the words in heavy type should be used:

a. **Blew, have blown.** The wind **blew** the leaves over the lawn. The wind **has blown** the leaves over the lawn.

b. **Burst, have burst.** The frozen water pipes **burst**. The frozen water pipes **have burst**.

c. **Drew, have drawn.** Mary **drew** a map. Mary **has drawn** a map.

d. **Drowned, have drowned.** My kitten **drowned**. My kitten **has drowned**.

e. **Froze, have frozen.** The rivers **froze**. The rivers **have frozen**.

f. **Rose, have risen.** The sun **rose**. The sun **has risen**.

g. **Shook, have shaken.** The men **shook** hands. The men **have shaken** hands.

h. **Threw, have thrown.** John **threw** the ball. John **has thrown** the ball.

3a. Use these sentences and play the game I DID IT (see footnote, page 280).

I grew it.	I threw it.	I flew it.
I drew it.	I blew it.	I knew it.

The leader may mention such objects as —

a bubble	a tulip	a riddle
a potato	a whistle	a wagon
a bean bag	a ball	a flag
a horn	a seedling	an answer

3b. Play the game using these sentences:

I have grown it.	I have blown it.
I have drawn it.	I have flown it.
I have thrown it.	I have known it.

Summaries

1. Preparing a Talk

Choose as a subject something about which others will like to hear.

Do not try to tell about too many things at one time. Select one point or event and make a connected story of what you have to say. Tell enough to make the point clear, but do not put in parts of other stories. Keep to the point.

As you rehearse your talk, make the story seem real. Select the best words possible and use sentences that are full of life.

2. Giving a Talk

Try to interest your listeners and to make a good impression.

Stand firmly on two feet in an easy, quiet position.

Use a pleasant, low voice, but speak so that every one can hear you. Pronounce your words distinctly.

Give your talk without hesitation.

3. Listening to a Talk

Encourage the speaker by giving close attention to what he says. Sit quietly and keep your eyes in his direction.

As you listen, compare your ideas with those of the speaker. Perhaps later you can add something to what he has to say.

If any one needs help, be ready to give it to him in a courteous way. Do not find fault with him. Tell him *what to do* rather than *what not to do*.

4. Making a Paper Look Neat

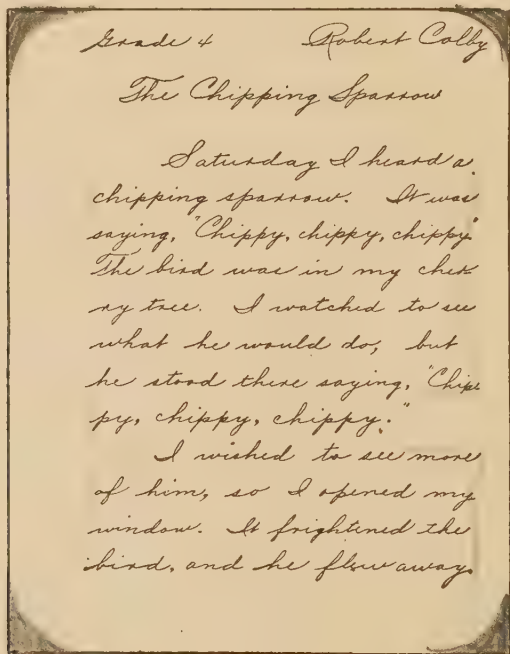
To make a paper look neat, you should keep the margins even and space your writing so that no words are crowded.

Write your name in the upper right-hand corner.

Write the title of the paper so that the space to the right and the one to the left are about equal. Leave an empty line above and below the title.

Make the left-hand margin an inch wide and the right-hand margin half an inch wide.

Set in the first line of each paragraph an inch from the margin. Leave a space between sentences equal to the width of the letter *m*.



5. Dividing Words

In dividing a word at the end of a line, divide it between syllables. Divide the word *careful* in this way *care-ful*; divide the word *letter* thus *let-ter*. Words of one syllable should never be divided. Do not divide such words as *learned*, *laughed*, or *walked*.

6. Correcting Errors

Form the habit of looking a paper through after completing it.

Make sure that it is written in separate sentences without unnecessary *and's*.

Look at the spelling, the use of capitals, and the marks of punctuation.

If you are not sure of the spelling of a word, turn to the list of words on page 299 or use your dictionary.

For rules for capitals and marks of punctuation, turn to page 292.

See that the paper contains no errors in the use of words.

Turn to the list in Exercise 3, page 138, for errors that you should never let pass.¹

If you find an error in a word, correct it. If your paper is written in pencil, erase the error neatly; if it is written in ink, draw a line carefully through the word and write the correct word above it.

¹ This list of common errors takes for granted that pupils know that they should not use such words as *aint*, *haint*, *youse*, *yourn*, *his'n*, *her'n*, *hissself*, *busted*, *this here*, *that there*, and *them things*. It takes for granted also that they have been taught not to use *says* for *said*, *give* for *gave*, or *ask* for *asked*.

7. Rules for the Use of Capital Letters

Begin with a capital letter:

The first word of a sentence.

All proper names.

The word *Cod* and all other sacred names.

The first word and all other important words in the title of a book or story.

The first word in each line of poetry.

The first word of words quoted.

The first word of the greeting in a letter and the first word of the ending.

Write the word *I* as a capital.

8. Rules of Punctuation

Use a period:

At the end of each sentence that is a statement.

At the end of an abbreviation.

After initials in names.

Use a question mark at the end of a question.

Use an exclamation point after a word or sentence showing surprise.

Use a comma:

To separate the parts of a date.

To separate the parts of an address.

To set off words quoted.

To set off such words as *yes*, *no*, and *please*, when they may be omitted from a sentence.

After the greeting and after the ending of a letter.

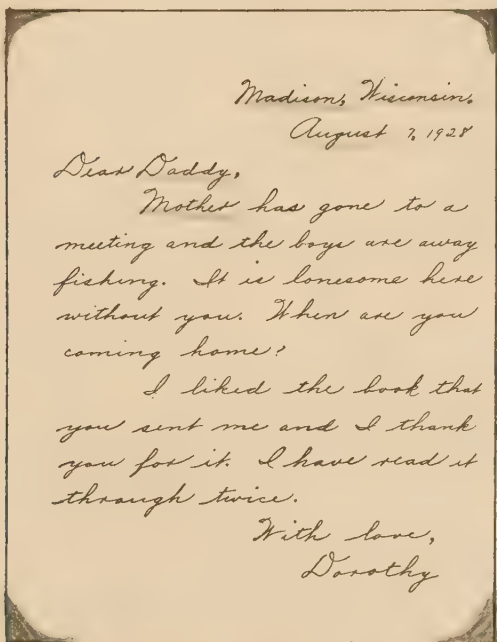
9. Letter Form

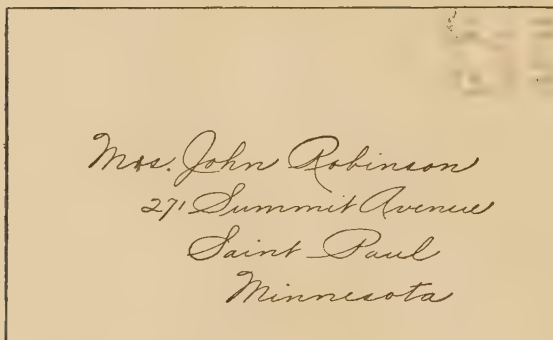
In writing a letter, try to place it on the paper so that it will look well.

Make the upper margin about an inch and a half wide. Make the left-hand margin about half an inch wide, and the right-hand margin a quarter of an inch wide.

Set the first word of each paragraph in from the margin about an inch.

In closing a letter, begin the words *With love* or *Sincerely yours* at a point halfway across the page. Sign your name beneath about half an inch to the right.



10. Addressing an Envelope

In addressing an envelope, avoid crowding the name and address. Write the first line of the address so that the space at the left and the space at the right are about equal. Place this line a little above the middle of the envelope.

Notice that each line that follows is written so that it is farther to the right than the line above it. Make the lines form even steps at the left, each a half inch wide.

11. Composition Score for the Fourth Grade

To find how good a composition is, first try to answer these questions, and then compare the composition with the ones given on pages 295, 296, and 297.

Questions

Subject. Is the subject something about which others would like to hear?

Plan of story. Does the composition form a connected story about one thing or is it merely a list of facts?

Keeping to the point. Is enough said to make the point clear? Does everything that is in the composition belong to the same story?

Use of sentences. Is the story told in separate sentences? Do the sentences sound interesting?

Use of words. Are all words correctly used? Are they the best ones that could be chosen?

Compositions

These compositions are *fair*. Both are mere lists. Harold might have told a more interesting story if he had chosen to tell about fishing or swimming or about picking berries. Robert might have made an exciting story if he had told merely about the ship in the fog.

When I went to East Brookfield, there was a lake called Lake Lashaway. Every morning I went fishing with my father. Later in the day I went swimming. After I came from swimming I used to pick blueberries in the woods.

Harold

Last summer I went to Plymouth. We went on a ship. When we were out of the harbor it began to rain. We couldn't go out on deck so we watched the sailors run the ship. Then we had lunch. For lunch we had a whole lobster, ice-cream, and some milk. When we finished there was a big fog. They had to stop the ship for two hours. We had a good time.

Robert

The following compositions are *good*.

They have interesting subjects and each forms a connected story about one thing.

Last summer I went to visit a little girl named Jane. One day when we were bathing in the lake, we saw a black head sticking out of the water. Jane's cousin and a boy named Jack went out in the canoe with Jane's father. They found a baby deer. It had swum from the other side of the lake. It ran through the woods on our side, but we did not get it.

Helen B.

My father's birthday occurred on Thanksgiving day. We children made a mock pie out of Thanksgiving crepe paper. We invited him to pull the string to each present. He liked my present best. He said that the mock pie was "A better pie than Mother used to make."

Virginia F.

One day last July a storm came up very suddenly. The sky grew dark and the wind blew hard. The lightning flashed and struck the electric pole in front of our house. It blew the fuse out. The lights in our house went out, but soon the men came and put a new fuse in the box. Then our lights were all right again. That was the worst storm that we had all summer.

Wilson S.

These compositions are *excellent*. The beginning of each helps you to understand what is coming. The stories grow more and more interesting as they go along. Both contain sentences that are full of life and words that help you to picture just what happened.

Not long ago when I got through my work I went out to play, and when we were playing we saw a nest in a tree. We looked in the nest. There were three little blue eggs there. We did not touch them.

About a week later we looked in the nest again and you can't guess what I saw? There were three little birds in there. There was nothing else you could see but three large mouths. Oh! they were so large! And the mother was bringing things to eat.

Marguerite M.

When I was a baby I burned up my bed. We had company for dinner. My bed was next to the bureau. I reached through my bed to the bureau and got a match. I struck it on one of my wooden toys. I set the bed on fire.

Meanwhile down stairs they heard me crying. Mother said, "Never mind. Nothing is the matter."

Catherine said, "That isn't the way Conny cries. Run up, Francis, and see what is the matter."

Francis came up and found me bunched up on my pillow at the end of the bed. Mother came up and put the fire out by shaking the blankets on the floor.

Constance H.

Fourth-Grade Program for Individual Progress in Form Study and Correct Usage

UNIT NO. I

1. Recognizing a Sentence, page 135, Exercises 2, 3; page 136, Exercises 4, 5, 6, 7.

2. Using Better English, page 137, Exercises 1, 2; page 138, Exercises 3, 4.

3. Sentence Games, page 145, Exercises 3, 4; page 146, Exercise 5.

4. Review and Summary, page 149, Exercises 2, 3, 4; page 150, Exercises 5, 6, 7, 8; page 151, Exercise 9.

5. Using Words Correctly, Test A, First Form, page 151;¹ Practice Exercises pages 270-274.

UNIT NO. 2

1. Using a Dictionary, page 157, Exercises 3, 5, 6, 7; page 158, Exercise 10; page 162, Exercises 9, 11.

2. Plural Words, page 165, Exercises 7, 8, 9, 10, 11.

3. Review and Practice, page 169, Exercises 2, 3; page 170, Exercises 4, 5, 6.

¹ Any one making an error in a test should use the practice exercises that go with the test.

UNIT NO. 2, *continued*

4. Using Words Correctly: Test A, Second Form, pages 170, 171; Test B, First Form, page 171; Test B, Practice Exercises, pages 274, 275, 276, 277.

UNIT NO. 3

1. Writing Words that are Spoken, page 175, Exercises 4, 5, 6, 7, 8, 9, 10.

2. Proper and Sacred Names, page 178, Exercises 6, 7, 8, 9, 10, 11, 12, 13; page 179, Exercises 14, 15, 16, 17.

3. Writing Titles, page 181, Exercises 8, 9, 11, 12, 13.

4. Beginning a New Paragraph, page 183, Exercises, 9, 10.

5. Addressing an Envelope, page 184, Exercise 3.

6. Writing Interesting Sentences, page 185, Exercise 3; page 186, Exercise 4.

7. Review and Summary, page 188, Exercise 2; page 189, Exercises 3, 4.

8. Using Words Correctly: Test B, Second Form, pages 189, 190; Test C, First Form, page 190; Test C, Practice Exercises, pages 277, 278, 279, 280.

UNIT NO. 4

1. Abbreviations for the Months, pages 194, 195, Exercises 10, 11, 12, 13, 14, 15.

2. Abbreviations for the Days of the Week, page 197 Exercise 7.

3. Writing Dates, page 201, Exercises 6, 7, 8.

UNIT NO. 4, *continued*

4. Writing Interesting Sentences, page 203, Exercises 3, 4.

5. Review and Summary, page 207, Exercise 3; page 208, Exercises 4, 5, 6, 7.

6. Using Words Correctly: Review: Test A, Third Form, pages 208, 209; Test B, Third Form, page 209; Test C, Second Form page 210.

UNIT NO. 5

1. Abbreviations in Addresses, page 217, Exercises, 10, 11; page 218, Exercises 12, 13, 15.

2. Writing Interesting Sentences, page 219, Exercises 3, 4.

3. Review and Practice, page 223, Exercises 2, 3, 4.

4. Using Words Correctly: Test C, Third Form, pages 223, 224; Test D, First Form, page 224; Test D, Practice Exercises, pages 280, 281, 282, 283, 284.

UNIT NO. 6

1. Using Other Words in Place of *Said*, pages 226, Exercise 9; page 227, Exercises 10, 12.

2. Setting Off Words in a Sentence, pages 230, Exercises 8, 9, 10, 11, 12; page 231, Exercises 13, 15.

3. Review and Summary, page 234, Exercises 2, 3; page 235, Exercises 4, 5, 6.

4. Using Words Correctly: Test D, Second Form, pages 235, 236; Test E, First Form, page 236; Test E, Practice Exercises, pages 284, 285, 286.

UNIT No. 7

1. The Use of *There was* and *There were*, page 242, Exercises 9, 10, 11, 12, 13, 14, 15.

2. The Use of *Their*, page 245, Exercises 7, 8, 9, 10.

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Words Often Misspelled

above	busy	football	laugh	quick
absent	careful	fruit	lessons	<u>quiet</u>
afraid	caught	funny	listen	right
afternoon	chimney	garage	loaf	road
<u>all right</u>	circle	grocer	mail	rough
animal	clean	half	minute	saying
anyone	climb	handle	morning	study
anywhere	cloud	heard	mountains	sure
awake	coal	heart	movies	surprised
baseball	coat	heavy	noise	their
bear	colors	help	<u>north</u>	there
beautiful	dollar	honest	o'clock	<u>toward</u>
becomes	dozen	hotel	only	truly
blue	drive	ice cream	ought	very
bought	empty	instead	ounce	weigh
breakfast	engine	iron	parents	weather
breath	evening	knew	peace	which
bridge	excuse	knife	people	writer
brother	fireman	knock	pitcher	writing
build	flour	know	potato	wrong

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